DOCUMENT RESUME

ED 093 170 FL 006 131

AUTHOR	Hardman-de-Bautista, M. J.; And Others
TITLE	Aymar Ar Yatiqanataki (For Learning Aymara Language). Teacher's Manual. Volume 2, Aymara Language Project. Final Report.
INSTITUTION	Florida Univ., Gainesville. Center for Latin American Studies.
SPONS AGENCY	Institute of International Studies (DHEW/OE), Washington, D.C.
BUREAU NO	BR-9-7758
PUB DATE	Jun 73
CONTRACT	OEC-0-9-097758-4097
NOTE	348p.; For related documents, see FL 006 130-133; Document may reproduce poorly due to quality of original copy
AVAILABLE FROM	Library, University of Florida, Gainesville, Florida 32611
EDRS PRICE	MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	*American Indian Languages; *Aymara; Cultural Awareness; Glossaries; Grammar; Instructional Materials; Language Instruction; *Language Research; Second Language Learning; Textbooks; *Uncommonly Taught Languages
IDENTIFIERS	*Bolivia; National Defense Education Act Title VI; NDEA Title VI; Peru

ABSTRACT

The teacher's manual for the Aymara materials includes: phonology exercises, for use in improving pronunciation when needed; indexes of all volumes, including cross-indexes; grammatical, pedagogical, and cultural notes for each unit; supplementary exercises, concentrating on verb forms and material essential to the mastery of these forms; answer sheets for the review section of each unit; answer sheets for the periodic examinations; and additional visual aids for use throughout the texts, but primarily in the early units. Because the first volume is a purely pedagogical presentation of Aymara, the second volume contains a great deal of the material normally included in a beginning textbook, and is therefore essential to the course. (Author/LG)

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FINAL REPORT

Project No. 097758
Contract No. OEC-0-9-097758-4097

TEACHERS' MANUAL
to accompany
AYMAR AR YATIQAÑATAKI
(FOR LEARNING AYMARA LANGUAGE)

Martha Hardman-de-Bautista
Juana Vásquez
Juan de Dios Yapita M.

University of Florida

Gainesville, Florida

June 30, 1973

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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TEACHERS' MANUAL

TO ACCOMPANY

AYMAR AR YATIQAÑATAKI

por:

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THE AYMARA LANGUAGE MATERIALS PROJECT
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AQ"AJUJQ-U.F. 69-71

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These materials were prepared under Office of Education Contract No. OEC-0-9-097758-4097(014); US Department of Health, Education, and Welfare, authorized by PL 81-152, Title III, Section 302(c)(15); and PL 85-864, Title VI, Section 602, as amended.

Volume I
AYMAR AR YATIQANATAKI (student use)

Volume II
TEACHERS' MANUAL

Volume III
AYMARA GRAMMATICAL SKETCH

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CENTER FOR LATIN AMERICAN STUDIES
University of Florida
Gainesville

ALFABETO FONÉMICO DEL IDIOMA AYMARA

Escrito por: Juan de Dios Yapita M.

```
Consonantes:  p    t    ch    k    q              Vocales:      i - - - - - - - u
              p"   t"   ch"   k"   q"                            .             .
              p'   t'   ch'   k'   q'                              .         .
                                x      j                              .   .
                   -                                                    a
                   l    ll
              m    n    ñ
              w    r    y

                          Alargamiento vocálico "
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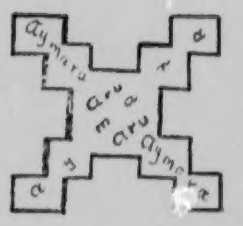

```
isi                 sapasapa                usu           usu
imi                 sapasapa                ulu           ulu
iki                nasa' nasa               uru           uru
iri               mama     mama             uyu           uyu
iqi              tata        tata           uju           uju
isi             kaya   ala    kaya          uxu           uxu
imi            jaya             jaya         uru-i-a -u-uru
iki           sapa                sapa       uru  ururi uru
```

Aymara
aru
aru
Aymara

```
          laxa    q'asa   tama     qala              qala
        laxawa     k'isa   achu     qulu i          u qulu
      laxalaxa      q'usu  tama     qipu  i        u  qipu
     laxa  laxa    k"usu tama       qipa   i      u   qipa
    laxa    laxa    t"iyatama       qipa    i   u     qipa
   laxa      laxa    taritima       qala     iau      qala
  laxa  wali  laxa    arituru       pata              pata
 laxa          laxa      tuyu       qapu              qapu
laxa            laxa     tari       qäna              qäna
laxa             laxa    tuyú       qäna              qäna
```

```
           aymara              ch"ama-chuchuqa             maya
          aymarawa             ch'ama-chuchuqa            payawa
        aymaraaymara           ch"ama-chuchuqa           papayawa
       yatiña  yatiña          ch'ama      kawki        pusi  pusi
      mayiña    mayiña         ch'umi      lawri       maya    maya
     aymara      aymara        mich'a      mawri      paya      paya
    aymara  mara  aymara       mich'a kuna           pusi tamawa pusi
   aymara          aymara      mich'a  kuna         pusi          pusi
  jaqaru            jaqaru     ch'umi   kuna       pusi            paya
 aymara              aymara    ch"ama      mawri  paya              paya
```

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- 1968 -

Dirección Nacional de Antropología

TEACHERS' MANUAL
TO ACCOMPANY
AYMAR AR YATIQAÑATAKI

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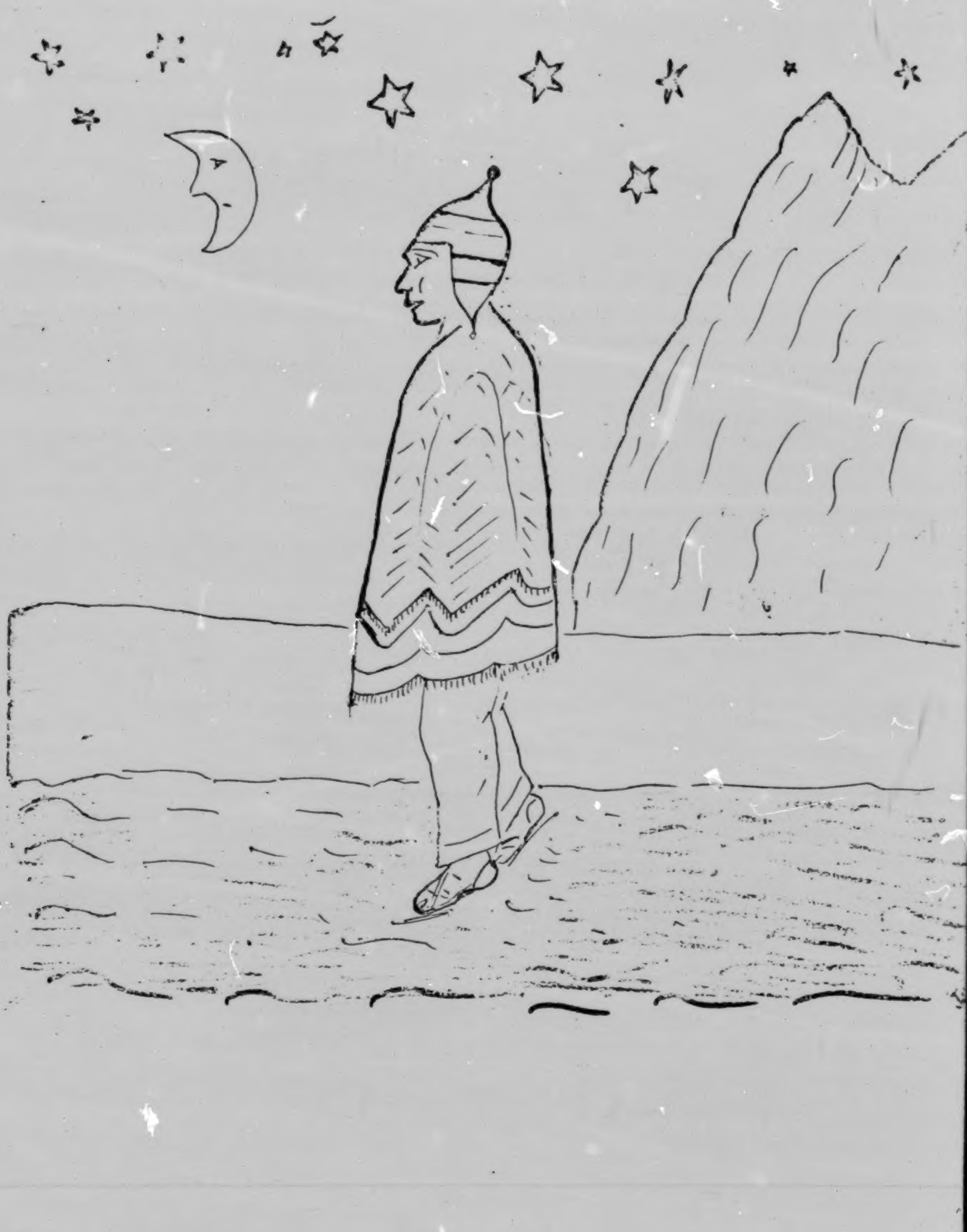

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CHAPTER I

INTRODUCTION

The Aymara Language Materials Project has produced the materials for a two-year, five-hour university course in language. The printed materials* presented are as follows:

AYMAR AR YATIQAÑATAKI - the volume of student pages
TEACHERS' MANUAL - to accompany AYMAR AR YATIQAÑATAKI
GRAMMATICAL SKETCH OF THE AYMARA LANGUAGE - to accompany AYMAR AR YATIQAÑATAKI

The pedagogical materials are divided into thirteen units numbered I through XII (there are two units with the number II - IIP (papas, potatoes) and IIQ (queso, cheese) both dealing with the market place).

It is anticipated that the first year the student will cover seven units (I through VI, and the remaining six the following year (VII through XII). Approximately 20 contact hours (four weeks) are necessary for each unit - slightly less for Unit I and slightly more for units beyond III per unit. It is anticipated that the student will spend approximately 40 hours outside of class reviewing, studying, and listening to tapes.

The dialogues are faithful reproductions of normal Aymara conversations and situations, except for Units XI and XII, which are designed for the student about to go into the field. One plague of previous materials has been oversimplification to the point of distortion and rudeness. It was felt by all concerned that having full, accurate sentences at one's command would be better than having a more analytical command of false Aymara. This means that patterns are introduced in dialogues before they can be drilled in exercises. Students should be helped to accept the language as it is, by sentences, learning to listen without the overly analytical approach which, especially with graduate students, can impede language learning. The course here presented is for learning to speak the language - a course in the structure of Aymara would be a different course altogether.

1.1 PRESENTATION OF MATERIAL ON STUDENT PAGES

The alphabet used is presented on one of the title pages of each volume It was developed by Mr. Yapita after studying phonology, and represents the only alphabet ever designed for Aymara by an Aymara speaker. It is interesting to note that, to our knowledge, it is the only alphabet that has found such acceptance that it is used by the Aymara who know it for personal reasons, e.g., letters from one Aymara to another.

The spelling is largely phonemic. The following exceptions should be noted:

---

*For additional materials available, see indices Chapter II.

The remote 3 → 3 non-personal knowledge suffix varies greatly dialectally; -taña, -tana, and -tayna are known. We have chosen to write -tayna, but each Aymara reads it as he says it.

The variants -pini and -puni may distribute geographically and/or may be in free variation. We have written the forms indiscriminately, and they are read indiscriminately.

Some morphemically long vowels are phonemically short, some are optionally so (see Chapter IV of Grammar). For those who speak Aymara natively, the marking of such vowels is optional. In addition, vowels may be long at the paralinguistic level; these are consistently marked by Aymara speakers in lieu of an exclamation point. Because the problems are complex and because native reaction is variable, absolute criteria have not been set up. The most appropriate markings will become obvious with widespread use by the Aymara of the alphabet. The result of these problems is that, where the long vowel may be short, length is sporadically marked.

Some morphological geminate consonant clusters reduce, e.g., tt > t, kk > k. We have consistently written them double for the student's sake, but the Aymara do not always do so.

Some consonant clusters root medially vary in order by dialect. We have written each item as the person who wrote that part of the materials says it. Others read as they speak, e.g., 'fish' chawlla or challwa.

Punctuation is provided approximately according to the Spanish/English mode, especially with question marks. Because sentence types are marked morphologically, Aymara speakers prefer to use only the period with an occasional comma. Also, such marks as ? and ! are always eliminated in quotations.

The dialogue is presented sentence by sentence with breakdowns which consist of vocabulary items and partial structures relating to the sentence. The translations of the breakdowns tend to be as literal as possible; the translations of complete sentences attempt to be situationally accurate for the language they are in. Translations are provided in both Spanish and English.

Translations are not provided for the exercises; only a translation for the frame is provided, in both Spanish and English, at the head of the exercise, although in some of the latter units even this becomes nonfeasible. Spacing is used to indicate the grammatical structure of the exercise.

The review pages are ordinarily dialogues and/or prose selections reviewing and/or summarizing the dialogue material. Occasionally other material is included.

1.2 PRESENTATION OF UNIT TO CLASS*

The student pages are held by the teacher for distribution each day after presentation.

The dialogue is presented in the following fashion:

The breakdowns for each sentence are presented as follows for each one: Teacher:Aymara / Student:Aymara / Teacher:Aymara / Student:Aymara / Teacher:English / Student:Aymara / Teacher:Aymara / Student:Aymara. The whole list is presented twice (or more if obvious need). The same pattern is repeated with the starred breakdowns (if any). The whole sentence is then presented in the same manner. If great difficulty is experienced, return first to the starred breakdowns, then to all breakdowns, if necessary. However, stumbling at first repetition of the sentence is to be expected. Part of the pleasure of learning a language like Aymara is that which the student feels when he/she has actually mastered what initially appears as chaos. After original presentation of the sentence, return to single repetition of the breakdowns, without English. Present the sentence again, following the pattern above. The students should now be ready to repeat the sentence individually. Finally, ask each student to say the sentence. The sentence is then memorized.

Continue through the page. With each subsequent sentence, add one additional step - ask students individually what the first sentence is, what the second sentence is, etc., and/or ask them to recite the dialogue as far as learned. This step is essential to obtain continuity.

When one page has been presented and learned, the student is given the page. A quick repetition of the Aymara, once, is done while the student looks, thus linking what has been learned orally with what can be seen. After that repetition the page is PUT AWAY. Pages should not be visible to the student during class - they are to serve as a mnemonic device for home study.

Ordinarily two pages can be presented in one hour. The pages are so arranged that no breakdowns are on a page other than that of the sentence to which they belong. It is well worthwhile to go slowly enough through the early dialogues to insure overlearning.

The student uses the tapes and the pages to jog his/her memory for evening review. In later units, the students can listen to the dialogue breakdown tape before coming to class, and thus the classroom presentation will go more rapidly, thus leaving more time for drills, exercises, and conversation.

The second and succeeding days of the dialogue presentation the students recite that learned to date before proceeding to the next sentence.

---

*Additional teaching suggestions may be found in comments for Unit I, Chapter IV.

All dialogue presentation needs to go at a good clip.

Interruptions for questions should be extremely limited; at this point conversation should be strictly avoided. The day after the last sentence is learned and the student has received the last page, he/she is also given the page which has the complete dialogue in Aymara. The following day the students recite the dialogue. After all students have recited, each taking in turn both roles, the rest of the hour may be devoted to cultural conversation.

The exercises are presented similarly to the dialogue, first with repetition, then with response, and then distributing the pages with a looking run through. After the first three units (I, IIP, IIQ), the students should listen to the exercise tapes BEFORE coming to class - thus eliminating the pure repetition portion and freeing more time for response and interaction. The students should listen BEFORE receiving the page, as with the dialogue; however, many of the exercises are accompanied by pictures and/or cue sheets; these must be distributed beforehand in order to listen usefully to the tapes.

The exercises are primarily question/answer type, with some variation. Questions are basic to Aymara structure; using questions drills the sentence suffixes; questions are a very natural way to elicit forms, information, what-have-you. Although some relatively uncommon forms do occur (you must be drunk, or maybe playing a game, to ask where YOU are), none of the sentences are forced; all are legitimate Aymara.

In class, the exercises should be repeated at least once in the question and answer form. If appropriate, visual aids should be available, with pointing to appropriate drawing as repetition is taking place. After repeating, students may answer, using an answer as indicated by pointing to a visual aid, with information he has (especially when personal questions - Unit I is especially good for this), or as predictable by the form of the questions (a. when learning verb forms). When the answers are coming easily, the students may ask each other. When a student must be corrected, it is suggested that another student be asked to repeat the correct form (kamsis jupax) in order to reinforce the correct form.

At the end of the hour or of the exercise, whichever comes first, the students are given the sheet, again with a quick rundown repeating the Aymara while looking.

Ordinarily, one or two exercises can be presented in one hour. The exercises of any given set dovetail, so that it is often possible to present more exercises per hour. However, a maximum of one exercise SET should be presented in each hour, since each set drills a separate grammatical point. Not more than three exercises should ordinarily be tried.

On all exercise days, a pair of students should be asked to recite the dialogue. It ordinarily takes only five minutes or less. Since the exercises are based on sentences in the dialogue, it also keeps the dialogue fresh for immediate reference, and means that it is well enough learned to be available when patterns not drilled at the time are drilled later.

Also, on each exercise day, the exercises from the previous days should be briefly reviewed, if only by asking each student one sample question.

At the end of each unit allow AT LEAST the following - one day for exercise review, one day for the official review - handing in of tapes and dialogues. In later units, when there are many supplementary exercises, an additional day should be allowed for concentration on them, although they should be used sporadically throughout the course where need is seen.

The exercise review day should include all exercises previously drilled, in the current unit and all previous ones. All appropriate visual aids should be available.

Conversation day should concentrate on information about the students - themselves and each other. They should ask each other about personal experiences and/or those of fellow students. Appropriate visual aids should be available. For some units, e.g., IIP/IIQ, a spontaneous drama would be appropriate.

Review day - if equipment is available for student recording, the students hand in their review tapes for correction; otherwise, the review questions should be asked orally. Also, the students should write a dialogue of their own using patterns they know. They need to be cautioned not to go beyond what they have learned. They come prepared to recite their individual dialogues with a colleague. Some errors may be corrected on the spot, but the dialogues are also handed in, and returned with corrections. The greatest difficulty peculiar to Aymara is found to be in the adequate usage of the sentence suffixes.

Occasionally, ask for the recitation of a previous dialogue. Care should be taken to keep all patterns learned in the exercises current.

1.3 DESCRIPTION OF CHAPTERS OF TEACHERS' MANUAL

CHAPTER ONE - INTRODUCTION (this one)

Includes general information concerning the materials for the course, teaching methods underlying the materials, presentation of the materials, useful phrases for the Aymara classroom, and other information necessary to the adequate use of the materials available.

CHAPTER TWO - INDICES

Materials available, for each unit, plus supplementary materials.

Listed are: Scripts: number of pages
contents
Tapes: total number
total number of minutes
contents of each tape
minutes per tape
Student pages:
contents of AYMAR AR YATIQAÑATAKI
number of pages by dialogue and exercise set
titles of all units of each exercise set, and of reviews when appropriate
Additional materials, tapes, pages, exams, etc.

The index may be consulted when planning specific course assignments, when working out the course calendar, when planning laboratory hours, and for a quick overview of the course.

CHAPTER THREE - PHONOLOGY

The exercises available in this chapter cover most of the phonological difficulties of English-speaking students learning Aymara. They are recorded on tapes for use in developing recognition. For production, the exercises should be used in class. The specific exercises are listed in the contents for Chapter III. The tape information may be found in the index of Chapter II.

Some phonological problems that are not specifically drilled are:

Consonant clusters - sometimes consonants which are not difficult alone become so in clusters, e.g.,

ch'uxña ut	'green house'
jiskt'ksmati	'I didn't ask you'
janiw churt'ktti	'I didn't give it to him'

Consonant Metatheses - when one of two medial consonants is w or y or ll and the other is not a stop, they may occur in any order:

chawlla / challwa	'fish'
wawya / waywa	'wind'
ch"axwa / ch"awxa	'pile of stones'

Sequence of C's through word, especially where the sequence contradicts the English order, e.g., first a plain consonant, then an aspirated one - qawq"a, kawk"atuqirux - can be very difficult; also switching among the velars and post-velars will require special practice on the particular item.

The phonological analysis upon which the exercises were based is found in Chapter III of the grammar.

CHAPTER FOUR - COMMENTS

Presented by unit are general comments referring to each unit. There are, in order: cultural notes, script of taped grammatical comments, dialogue comments, exercise notes, and conversation and review guide. The exercise notes include specific references to sections in the GRAMMAR where fuller explanation of the structure may be found, and should be consulted when preparing to teach the unit.

CHAPTER FIVE - EXAM ANSWER SHEETS

Recorded exams are available at varying points in the course - the contents for Chapter V lists the specific points for which there are exams. Unlike the review tapes, the exams are designed to be listened to once only. The students should be provided with the guide sheets and the picture/cue sheets before taking the exam.

After the exam, the teacher uses the answer sheets to mark corrections as each student's tape is listened to. The sheets are then given to the student. Prompt correction insures useful feedback. Students are allowed to listen all they wish afterwards.

Exams not used for exam purposes may be used as general review.

CHAPTER SIX - REVIEW ANSWER SHEETS

Recorded reviews are provided for each unit. They are designed to be recorded by the student and handed in. It is expected that the student will be allowed to listen as many times as desired. After an initial listen, the review pages from the student volume are provided. They contain only the textual material. Before any listening is done, the teacher should give the students any picture/cue pages which accompany the review.

The answer sheets are used to mark corrections for the student as the tape is listened to by the teacher. Prompt correction insures useful feedback.

Each review consists of:

1. Questions on basic dialogue.
2. Review dialogues, texts, stories, for repetition and
3. Questions based on these review materials.
4. Review of exercises in the unit.

CHAPTER SEVEN - SUPPLEMENTARY EXERCISES

The bulk of the exercises in this chapter are of the substitution frame type. They are not recorded. They are designed to be used in class, orally only, for additional reinforcement of verb forms.

For the Aymara speaker these sentences are incredibly simplistic and over-redundant. They were developed because of the difficulty experienced by students in internalizing the Aymara verb system. The students found them to be very helpful indeed; for that reason, they are included here.

It is suggested that for all of the units for which there are exercises in this chapter, these be incorporated in the review days. The number increases for later units as verb forms learned increases and is small for the early units. After being introduced, they are very useful as a "warm-up" - especially during the second year - five minutes a day works well in keeping all forms in the active knowledge of the student. When these exercises come fast and very easy, then the time is better spent on the regular exercises, which are normal Aymara.

As an additional exercise, when the students can do these with the redundant pronouns included, it is good to drill the dropping of the redundancies; thus, in answer to a changed pronoun stimulus, the student gives only the verb form remembering the other pronoun involved without explicit statement. First omit the subject only, then the complement only, then both.

Early intensive use of these drills, i.e., right after first presentation of the forms, is recommended. They must go at a rapid clip. Once presented, no exercise should be left until it can be done very rapidly. After mastery, the students may cue each other.

Also included in this chapter are the pages corresponding to the Review Exercise Set, negative tape (#3) for use after Unit III. The affirmative pages are given in the student volume, AYMAR AR YATIQAÑATAKI, PAGE 127.

A few miscellaneous exercises are also included.

CHAPTER EIGHT - VISUAL AIDS

All of the drawings in this section are the work of Juana Vasquez. They reflect an Aymara view of the world, and may bring valuable cultural insights if sensitively used.

Most of the drawings in this chapter are designed for use with the early units since the later units are accompanied by many picture sheets tied closely to the exercises.

The visual aids may be taken to class not only for drill with the exercise for which they were drawn, but also as a stimulus for conversation practice within the frames known to the students. They may be used by either teacher or students to cue answers, or questions. Students may use them to question each other, and they may substitute for the items they depict in such reviews as buying and selling. Some drawings are included although they are not cued to any particular exercise; they were found to be very valuable in free conversation and in expanding the exercises.

The drawings in this chapter are used intensively throughout the first year; much less so during the second when the language itself serves as direct stimulus.

1.4 USEFUL PHRASES FOR THE AYMARA CLASSROOM

Mantaniskakim.	Come in.
Nayxaruw arsunita.	Repeat after me.
Kims kut sam.	Repeat three times.
Qalltatpach sarantanim.	Repeat from the beginning.
Ma kutik sam.	Repeat only once.
Mayakamaki.	Once only.
Mayamp sam.	Say it again.
Wiltat sam.	Say it again.
Ch'amaw.	It's hard.
P"asilakiw.	It's easy.
Jisk'at jisk'ata.	Breakdowns.
Kimsirik uka.	Third breakdown.
Jich"ax urasyunpacha.	Complete sentence.

Jich"ax jumanak parlt'apxam tunka unirara.

Now you all recite the tenth dialogue (unit).

Jumax Manuylutawa.	You are Manuel.
Papil churxapxsmati.	Did I give you the papers?
Jis, churxapxistaw.	Yes, you gave us the papers.
Janiraw churapkistati.	No, you haven't given them to us yet.
Janira.	Not yet.
Papilanak churxam.	Give them the papers.
Arumkamat istuyrta.	Did you study late last night?
Jisa, arumkamawa.	Yes, until very late last night.

Utjiti?	Are (Is) there any?
Janiw utjkiti.	There aren't (isn't) any.

Mama Julyax kamsisa?	What did Ms. Julie say?
Janiw kamskisa.	She didn't say anything.

Jumax jupampiw parlt'ata.	You will talk with her/him.
Jumarak jiskt'am juparu.	And now you ask him/her.
Jich"ax jumarak sam.	Answer.
Uk"amrak jiskt'am jumaxa.	You ask like that, too.
Jich"ax jumarak sam.	And now you say it.
Jumaraki.	You, too.

Uk"amati?	Is it like that?
Chiqati?	Is that right?
Jis, uk"amaw.	Yes, that's right.
Jall uk"am.	That's right.
Kusasa.	Very good indeed.
Kusaw.	Very good.
Walikiw.	OK.
Janiw uk"amäkiti.	Not like that.

Amuytati?	Did you understand?
Amuytwa.	I understand.
Janiw amuyktti.	I don't understand.

1.5 PARTIAL HOMOPHONE LIST

Included are homophones and near homophones; on occasion some complex morphemic constructions which are homophonous with a simple one. Many homophones are distinguished by morphophonemics; therefore morphophonemics are indicated.

	/-ta/
n-ta$_n$	1→3 s
n-ta$_v$	2→3 s
v-ta$_v$	V>N
n-ta	'up' V derivational
v-ta$_n$	'from' noun
v-"ta$_v$	2→3 F
v-tä-$_v$	hearsay remote
v-tata	'scatterer' V derivational
n-itäta$_v$	2→1 F
n-ita$_v$	2→1 I
v-tata$_v$	V>N
v-waya-	verbal derivational 'distancer'
-waya	'of course' sentence suffixes -wa +-ya
	/-sma/
n-sma$_v$	1→2S
v-sma$_v$	2→3D

/sa/

sa-	root of saña
v-sa$_v$	4 p possessive
v-sa$_v$	subordinate
n-sa$_v$	'side' demonstrative
-sa	information interrogative
-sa$_v$	lister, aggregate, indefinite

/na/

na-	reduced root of naya
v-na$_n$	'in' noun directional, possessive
v-¨na$_n$	remote of personal knowledge

/ni/

ni-	reduced root of niya
v-ni$_v$	3→3 F
v-ni-	'nearator' verb derivational
v-ni$_v$	'among (people)' noun
v-ni$_v$	addition in counting
v-ni$_v$	'owner' noun

/-"/

v-"	1→3F
v-"-	N>V existential
v-"	sentence suffix, exclamatory

/-ma/

v-ma$_v$	2 p possessive, noun
v-m(a)	2→3I
v-"ma	1→2F

/-ki/

v-ki	'only, just' independent
-ki	=-ka- verbal derivational + -i 3→3S

/-ka/

-ka-	'incomplete', verbal derivational
-ka-	N>V locational
v-"ka-	place, demonstratives

/-ya/

v-ya-	'causative' verbal derivational
v-yä-$_v$	personal knowledge remote
v-ya	'politive' sentence suffix

/-cha/

v-cha-	'causative' verbal derivational
-cha	alternate question sentence suffix
n-chi	suppositional inflection

/-ita/

n-ita	2→1I
n-ita	diminutive, noun

/-xa/

n-xa-	'completive' (two verbal derivationals)
v-xa$_v$	1 p possessive, noun
v-¨xa	' beside noun
n-xa	' on noun
-xa$_v$	sentence suffix, atenuator

/-ja/

n-ja$_v$	'so much' noun
n-ja-	'divider' +/or N>V, verbal derivational

Combinations of morphemes result in even further homophony. The phonemic sequence /-täta/ could be:

1. the last part of the suffix /-itäta/ 2→1F
2. hearsay remote 2→3P
3. " " 1→3P

4. a nominalized verb being verbalized to 1P
5. a nominalized verb being verbalized to 2P
6. a stem ending in -ta + 2→3F

The sequence /-yäta/ could be

1. personal remote 1P
2. " " 2P
3. causative + 2→3F
4. a noun stem ending in -ya verbalized to
    a. 1P
    b. 2P

/purini/ is either

1. he will arrive
2. he came here

/purinini/ is unambiguous,

he will arrive here

Other examples are legion. Some, not all, can be distinguished morphophonemically.

The following list gives some examples of uses of some of the suffixes from the /-ta/ list.

manqätawa	you are food
manqätwa	I am food
manq'twa	I ate
manq'tawa	you ate

manq'atwa	from hunger
manq'ätawa	you will eat
manq'atätwa	I have eaten
manq'täwa	I will eat by the way
manq'ttwa	I ate by the way
manq'atatäwa	I will eat all over the place
manq'atattwa	I ate all over the place
manq'atawa	eaten
manq'atatawa	eaten by the way
manq'atatatawa	eating all over the place (e.g., sheep)

CHAPTER TWO

INDICES

Detailed contents of Volume I of Aymar Ar Yatiqañataki, with numbers of pages and accompanying tapes with length in minutes.

AYMARA
INDEX OF MATERIAL BY UNIT

	TOTAL TAPES MINUTES	TOTAL PAGES
UNIT I	105	33
UNIT IIP	159	28
UNIT IIQ	148	35
UNIT III	197	41
UNIT IV	235	32
UNIT V	224	35
UNIT VI	182	31
UNIT VII	161	30
UNIT VIII	228	39
UNIT IX	240	50
UNIT X	275	49
UNIT XI	292	51
UNIT XII	87	22
PHONOLOGY	148	
SUPPLEMENTAL MATERIALS	85	10
EXAMINATIONS	154	
TOTAL	2,518	476

AYMARA UNIT I - ARRIVAL IN THE COMMUNITY
INDEX OF MATERIALS

SCRIPT

	PAGES
Dialogue	1
Exercise Set I - Origin	25
Exercise Set II - Names	31
Exercise Set III - Identification	39
Exercise Set IV - Negation of Identification	43
Exercise Set V - Person Identification	47
Exercise Set VI - Location	51
Review	55

66 Pages Total

TAPES

No. 1 - Dialogue	19 min.
No. 2 - Ex. Set I, ex. 1,2	11 min.
No. 3 - Ex. Set I, ex. 3	6 min.
No. 4 - Ex. Set II, ex. 1,2	14 min.
No. 5 - Ex. Set II, ex. 3	7 min.
No. 6 - Ex. Set III	8 min.
No. 7 - Ex. Set IV	8 min.
No. 8 - Ex. Set V	10 min.
No. 9 - Ex. Set VI	11 min.
No. 10 - Review	11 min.

105 Minutes Total

STUDENT VOLUME

		AYMAR
*1	Basic Dialogue	1
6	Breakdowns	2
6	Exercise Set I - Origin	8
6	Exercise Set II - Names	14
4	Exercise Set III - Identification of Objects	20
3	Exercise Set IV - Negation of Identification	24
3	Exercise Set V - Personal Identification	27
3	Exercise Set VI - Location	30
1	Review	33

Total Pages 33

* Number of Pages (Student)

AYMARA UNIT IIP - MARKETPLACE
INDEX OF MATERIALS

SCRIPT

Basic Dialogue - Marketplace 1
Dialogue with breakdowns 2
Exercise Set I - Numbers 29
Exercise Set II - Possessive 74
Exercise Set III - Location of Objects and Persons 90
Review Dialogue I 131
Review Dialogue II 133

136 pages total

TAPES

No. 1 - Dialogue	35 min.
No. 2 - Ex. Set I, ex. 1-4	27 min.
No. 3 - Ex. Set I, ex. 5-6	22 min.
No. 4 - Ex. Set II, ex. 2-3	17 min.
No. 5 - Ex. Set III, ex. 3-5	44 min.
No. 6 - Review	14 min.

159 minutes total

STUDENT VOLUME

1	Basic Dialogue	34
6	Dialogue with Breakdowns	35
10	Exercise Set I - Numbers 1-2000; asking a price bargaining; addition	41
3	Exercise Set II - 1st 2nd and 3rd person Possessive Suffixes -xa-, -ma-, -pa-. Questions with yes and no answers; kawkiris "which"	51
7	Exercise Set III -Location of objects and persons - kawk"ankis(a) "where"	54
1	Review Dialogues I II III	61

total pages 28

AYMARA UNIT IIQ - MARKETPLACE
INDEX OF MATERIALS

SCRIPT

Basic Dialogue - Marketplace 1
Dialogue with breakdowns 2
Ex. Set I Some Aymara Verbs 25
Ex. Set II Commanding 64
Ex. Set III Directional - RU 90
Review Dialogue I
Review Dialogue II

TAPES

No. 1 - Dialogue	32 min.
No. 2 - Ex. Set I	24 min.
No. 3 - Ex. Set I	23 min.
No. 4 - Ex. Set II	27 min.
No. 5 - Ex. Set III	28 min.
No. 6 - Review	14 min.

148 minutes total

STUDENT VOLUME

1	Basic Dialogue	62
6	Dialogue with Breakdowns	63
12	Exercise Set I, ex. 1-3 persons 1, 2, 3--3/1--2/2--1 Simple aff/neg. ex. 4-6 persons 1, 2. 3, 4--Simple/future aff/neg.	69
4	Exercise Set II, ex. 1-3 Imperative/future 2, 3--/1--2/2--1	81
9	Exercise Set III, ex. 1-3 Collocation of objects	85
1	Review Dialogue I II III	94

total pages 33

AYMARA UNIT III - PLANNING A WEDDING
INDEX OF MATERIALS

SCRIPT

Basic Dialogue - Planning a Wedding 1
Dialogue with breakdown 2
Ex. Set I Fourth Person 35
Ex. Set II Directional From 61
Ex. Set III Conjoining with -mpi 75
Ex. Set IV Specification of goal implied in verb 90
Ex. Set V Purposive Subordination 111
Review Dialogue I 114
Review Dialogue II 115

125 pages total

TAPES

No. 1 - Dialogue I	36 min.
No. 2 - Dialogue II	18 min.
No. 3 - Ex. Set I, ex. 1-3	27 min.
No. 4 - Ex. Set II, ex. 1-4	23 min.
No. 5 - Ex. Set III, ex. 1-4	25 min.
No. 6 - Ex. Set IV, ex. 1	33 min.
No. 7 - Ex. Set V, ex. 1	14 min.
No. 8 - Review	21 min.

197 Total Minutes

STUDENT VOLUME

8	Basic Dialogue and Breakdowns	98
1	Basic Dialogue	97
4	Exercise Set I - Fourth Person	106
4	Exercise Set II - Directional "from"	112
4	Exercise Set III - Conjoining with -mpi	116
3	Exercise Set IV - Specification of Goal implied in verb	120
2	Exercise Set V - Subordination with "-taki"	123
2	Review	125

total pages 28

AYMARA UNIT IV - BAPTISM
INDEX OF MATERIALS

SCRIPT

Basic Dialogue - Baptism 1
Dialogue with breakdowns 3
Ex. Set I Person Markers - Simple Tense 36
Ex. Set II Temporal Interrogatives and Aorist and Future Tense 56
Ex. Set III Temporal Interrogatives 117
Review Dialogue I 131
Review Dialogue II 134

143 total pages

TAPES

No. 1 - Dialogue I	32 min.
No. 2 - Dialogue II	22 min.
No. 3 - Ex. Set I, ex. 1-5	35 min.
No. 4 - Ex. Set II, ex. 1-3	35 min.
No. 5 - Ex. Set II, ex. 4-6	39 min.
No. 6 - Ex. Set II, ex. 7-9	25 min.
No. 7 - Ex. Set III, ex. 1-3	25 min.
No. 8 - Review	22 min.

235 minutes total

STUDENT VOLUME

8 Basic Dialogue and Breakdown 139
1 Basic Dialogue 138
5 Exercise Set I - Person Markers: Simple Tense 147
9 Exercise Set II - Temporal Interrogatives/Aorist and Future Tenses 155
3 Exercise Set III - Temporal Interrogatives 164
2 Review 167

total pages 28

AYMARA UNIT V - ILLNESS
INDEX OF MATERIALS

SCRIPT

Basic Dialogue - Illness 1
Dialogue with breakdowns 2
Ex. Set I Conditions of Personal Bodily Welfare 42
Ex. Set II Quotative 61
Ex. Set III Positionals and Condition 84
Ex. Set IV Remote 99
Ex. Set V Nominalizers 114
Es. Set VI Aggregate 121
Review Dialogue I 139
Review Dialogue II 141

149 pages total

TAPES

No. 1 - Dialogue I	40 min.
No. 2 - Dialogue II	23 min.
No. 3 - Ex. Set I, ex. 1-4	19 min.
No. 4 - Ex. Set II, ex. 1-5	34 min.
No. 5 - Ex. Set III, ex. 1-3	17 min.
No. 6 - Ex. Set IV, ex. 1-2	29 min.
No. 7 - Ex. Set V, ex. 1-2	14 min.
No. 8 - Ex. Set VI, ex. 1-2	24 min.
No. 9 - Review	24 min.

224 minutes total

STUDENT VOLUME

10	Basic Dialogue and Breakdowns	171
1	Basic Dialogue	170
4	Exercise Set I - Conditions of Personal Body Welfare	181
5	Exercise Set II - Quotative	185
5	Positionals and Locationals	190
3	Exercise Set III - Remote Remote (Surprisal)/Positionals	194
2	Exercise Set IV - Nominalizers: Resultant, Customary	197
3	Exercise Set V - Aggregate: -"raki"	199
1	Review	202

Total Pages 34

AYMARA UNIT VI - HERDING
INDEX OF MATERIALS

SCRIPT

Basic Dialogue - Herding	1
Dialogue with breakdowns	2
Ex. Set I Question Review	34
Ex. Set II Some More -Raki	63
Ex. Set III Dubitatives	82
Ex. Set IV Desiderative	100
Review Dialogue I	129
Review Dialogue II	132

143 total pages

TAPES

No. 1 - Dialogue	38 min.
No. 2 - Ex. Set I	30 min.
No. 3 - Ex. Set II, ex. 1-4	25 min.
No. 4 - Ex. Set III, ex. 1-2	24 min.
No. 5 - Ex. Set IV, ex. 1-4	35 min.
No. 6 - Review Tape	29 min.

182 minutes total

STUDENT VOLUME

8	Basic Dialogue and Breakdowns	206
1	Basic Dialogue	205
3	Exercise Set I - Question Review	214
5	Exercise Set II - with "-raki": Rhetorical (scolding), contrary, putting-down	217
5	Exercise Set III - Dubitatives - pacha and -chi	222
6	Exercise Set IV - Contrary-to-Fact-Present	227
2	Review	223

30 total pages

AYMARA UNIT VII - PLOWING
INDEX OF MATERIALS

SCRIPT

Basic Dialogue - Plowing 1
Dialogue with breakdowns 2
Ex. Set I Limitative 39
Ex. Set II Indifinite 43
Ex. Set III Positionals with Placing Verbs 57
Ex. Set IV Some More Imperatives 62
Ex. Set V Causative 73
Ex. Set VI Ownership Noun Suffix 78
Ex. Set VII Conjectural 85
Review Dialogue I 90
Review Dialogue II 92

99 pages total

TAPES

No. 1 - Dialogue I	36 min.
No. 2 - Dialogue II	24 min.
No. 3 - Ex. Set I, II	22 min.
No. 4 - Ex. Set III, IV	26 min.
No. 5 - Ex. Set V, VI, VII	25 min.
No. 6 - Review	28 min.

161 minutes total

STUDENT VOLUME

12	Basic Dialogue and Breakdowns	237
1	Basic Dialogue	236
1	Exercise Set I - Limitative -ki	249
3	Exercise Set II - Indefinite -sa	250
2	Exercise Set III - Positionals with Placing Verbs	253
3	Exercise Set IV - Some More Imperatives	255
2	Exercise Set V -ya- Causative, -ya Politive	258
3	Exercise Set VI - Noun Suffix -ni "owner"	260
1	Exercise Set VII - Conjectural	263
1	Review	264

29 total pages

AYMARA UNIT VIII - PLANTING
INDEX OF MATERIALS

SCRIPT

Basic Dialogue - Planting 1
Dialogue with breakdowns 2
Ex. Set I Subordinates - Sa and sina 3
Ex. Set II Dervivational Suffix - -ni - rearative 25
Ex. Set III Desideratives 49
Ex. Set IV Suffix - Sa Lister 69
Ex. Set V Alternate Question 75
Ex. Set VI -ni Among 86
Review Dialogue I 90
Review Dialogue II 93

103 total pages

TAPES

No. 1 - Dialogue I	40 min.
No. 2 - Dialogue II	18 min.
No. 3 - Ex. Set I, ex. 1a - 1b	27 min.
No. 4 - Ex. Set I, ex. 2a	10 min.
No. 5 - Ex. Set I, ex. 2b	14 min.
No. 6 - Ex. Set II, ex. 1-3	22 min.
No. 7 - Ex. Set II, ex. 4-6	18 min.
No. 8 - Ex. Set III, ex. 1-4	24 min.
No. 9 - Ex. Set IV, V, VI	25 min.
No. 10 - Review Tape	30 min.

228 Total Minutes

STUDENT VOLUME

8 Basic Dialogue and Breakdowns 267
1 Basic Dialogue 266
7 Exercise Set I - Subordinators -sa- and -sina- 275
7 Exercise Set II - Dervivationals: -ni- 'nearative', -waya- Distancer', -ni- + -waya- 'Circular direction', -xaru- Preparative, -nta- incomplete inceptive, -tata- Scatterer. 283
4 Exercise Set III - Desideratives: -sna 4--3, -sma 2--3, -spa- 3--3, -irista 1--3 289
2 Exercise Set IV - Dervivational -sa Lister 294
6 Exercise Set V - Alternate question with -cha 297
1 Exercise Set VI - Dervivational -ni- "among" 301
2 Review 302

38 total pages

AYMARA UNIT IX - POTATO HARVEST
INDES OF MATERIALS

SCRIPT

Basic Dialogue - Potato Harvest 1
Dialogue with breakdowns 2
Ex. Set I Some Dervivational Suffixes on Verbs 36
Ex. Set II The Desiderative 68
Ex. Set III Some Non-final Independents 76
Ex. Set IV Some Noun Suffixes 91
Ex. Set V The Obligatory 135
Ex. Set VI Scolder 156
Review 160

182 total pages

TAPES

No. 1 - Dialogue I	29 min.
No. 2 - Dialogue II	15 min.
No. 3 - Ex. Set I & II	34 min.
No. 4 - Ex. Set III	19 min.
No. 5 - Ex. Set IV, ex. 1, 2	24 min.
No. 6 - Ex. Set IV, ex. 3	29 min.
No. 7 - Ex. Set V	40 min.
No. 8 - Ex. Set VI	10 min.
No. 9 - Review	30 min.
No.10 - Review (cont.)	

240 Total Minutes

STUDENT VOLUME

1 Dialogue 305
8 Breakdowns 306
11 Exercise Set I - Dervivational Suffixes on Verbs -t'a/ -si/ -rapi/ -qa 314
3 Exercise Set II - Desiderative 2--1/ 1--2/3--1,2,4 325
3 Exercise Set III - Some non-final independents -jama/-puni 328
15 Exercise Set IV - Some noun suffixes -pacha/-kama/-tuqi 333
6 Exercise Set V - Obligatory 346
1 Exercise Set VI - Scolder 352
1 Review 353
1 Tiwulamp Mallkumpi 354

50 total pages

AYMARA UNIT X - POTATO SORTING
INDEX OF MATERIALS

SCRIPT

Basic Dialogue	1
Dialogue with breakdowns	34
Ex. Set I	52
Ex. Set II	85
Ex. Set III	96
Ex. Set IV	104
Ex. Set V	108
Ex. Set VI	119
Ex. Set VII	123
Review	129

147 Total Pages

TAPES

No. 1 - Dialogue	58 min.
No. 2 - Dialogue	38 min.
No. 3 -- Ex. Set 1, ex. 1	20 min.
No. 4 - Ex. Set I, ex. 2-6	39 min.
No. 5 - Ex. Set II	28 min.
No. 6 - Ex. Sets III and IV	24 min.
No. 7 - Ex. Set V	19 min.
No. 8 - Sets VI and VII	18 min.
No. 9 - Review	31 min.

275 Total Minutes

STUDENT VOLUME

1	Basic Dialogue	355
14	Breakdowns	356
13	Exercise Set I - some more dervivationals -ta/-su/-qa/-nta/-ja -xa^1/-pxa/-pka/-ra -naqa	371
6	Exercise Set II - Scolder all persons	383
3	Exercise Set III - 'because' -ta/-taki/-ru	389
2	Exercise Set IV - Contingent obligation - ñächi	393
4	Exercise Set V - Existence verbalization	394
1	Exercise Set VI - Topic Markar -xata	398
2	Exercise Set VII - Remote of Indirect Knowledge	399
3	Review	401
2	Akax mä sapa taykan kuñtupaw	404

51 total pages

AYMARA UNIT XI - MARK UNJIRXATA
INDEX OF MATERIALS

SCRIPT

Dialogue with breakdowns	1
Dialogue sentences	33
Ex. Set I	66
Ex. Set II	89
Ex. Set III	105
Ex. Set IV	111
Ex. Set V	129
Ex. Set VI	132
Review Dialogue	148

166 Total Pages

TAPES

No. 1- Dialogue breakdowns	55 min.
No. 2--Dialogue sentences	58 min.
No. 3- Ex. Set I	32 min.
No. 4- Ex. Set II	33 min.
No. 5- Ex. Set III	16 min.
No. 6- Ex. Set IV	33 min.
No. 7- Ex. Set V	6 min.
No. 8- Ex. Set VI	28 min.
No. 9- Review	31 min.

292 Total Minutes

STUDENT VOLUME

2	Basic Dialogue	405
11	Breakdowns	406
4	Exercise Set I - Possession with utjaña	417
3	Exercise Set II - Personal knowledge remote	421
4	Exercise Set III - Complex verb phases	424
15	Exercise Set IV - Complex interrogatives	429
2	Exercise Set V - Jämas	444
8	Set VI - syntactic alternation	445
2	Review	453

51 total pages

AYMARA UNIT XII - LINKWISTIKXATA
INDEX OF MATERIALS

SCRIPT

Dialogue with Breakdowns	1
Dialogue sentences	21

35 Total Pages

TAPES

No. 1 - Dialogue Breakdowns	51 min.
No. 2 - Dialogue Sentences	36 min.

87 Total minutes

STUDENT VOLUME

2	Basic Dialogue	455
9	Breakdown	457
3	Exercise Set I - Puryikt Aymarxata	466
2	Exercise Set II - Linkwistikxata	469
4	Exercise Set III - Antrupulujiyxata	471
2	Review	475
1	Mama Waskisan riyalujupawa	475
1	Tata Kupanan	476

24 total pages

AYMARA PHONOLOGY TAPES

Tape 1:	/x/ vs. /j/ 7 1/2	10 min.
Tape 2:	/k/ vs. /q/ 7 1/2	10 min.
Tape 3:	/t/ vs. /t'/ 7 1/2	12 min.
Tape 4:	/k/ vs. /k'/ 7 1/2	10 min.
Tape 5:	/q/ vs. /q'/ 7 1/2	10 min.
Tape 6:	/p/ vs. /p'/ 7 1/2	10 min.
Tape 7:	/ch/ vs. /ch'/ 7 1/2	12 min.
Tape 8:	/t/ vs. /t"/ 7 1/2	12 min.
Tape 9:	/k/ vs. /q"/ 3 3/4	9 min.
Tape 10:	/q/ vs. /q"/ 7 1/2	11 min.
Tape 11:	long vowels 7 1/2	12 min.
Tape 12:	/k'/ vs. /q'/	10 min.
Tape 13:	/k"/ vs. /q"/	10 min.
Tape 14.	/ñ/	10 min.

Total minutes 148

AYMARA REVIEW TAPE - SUPPLEMENTAL MATERIALS
INDEX OF MATERIALS

STUDENT VOLUME

		PAGES
127	Review Exercise Set	2
128	1st Ex. Future 1 3/2 3	2
129	2nd Ex. Future 2 3/1 3	2
131	3rd Ex. Future 3 3	2
133	4th Ex. Future22 1/1 2	2
135	5th Ex. Future 1 2/ imperative 2 1	1
136	6th Ex. Future 1 3/ imperative 2 3	1

*For neg. pages see chapter 6

10 Pages Total

TAPES

No. 1 - Ex. 1, 2, 3 - affrimative	31 min.
No. 2 - Ex. 4, 5, 6 - affrimative	19 min.
No. 3 - Ex. 1 thru 9 - negative	35 min.

85 Total Minutes

AYMARA
EXAMINATIONS TAPES

TAPES

Exam I - I, IIP, IIQ	30 min.
Exam II - I, II, III	18 min.
Exam III - I through VI	29 min.
Exam IV - I through VII	36 min.
Exam V - I through IX	41 min.

154 Total Minutes

CHAPTER THREE

PHONOLOGY

Phonological exercises for recognition and production of significant contrasts in Aymara found to be of difficulty to speakers of English. Developed by L. M. Barber and N. C. England; recorded by J. Vasquez and J. Yapita Moya. Nineteen contrast sets presented.

Glottalized Consonants:

/k'/ vs /q'/

Words with /k'/	Words with /q'/
k'it"a	jawq'i
lak'i	q'ala
k'isa	q'uchu
k'ili	q'illu
wak'a	laq'a
k'illima	mirq'i
jik'i	q'ipi
k'ari	janq'u

Words used in the recognition and production exercises:

jawq'i
k'isa
q'ara
q'ipi
k'it"a
q'ala
lak'i
k'isimiri
q'uchu
q'upita
k'ari
q'aq'usini
k'usa
lik'i
k'iruni
janq'u
mirq'i
wak'a
q'uma
laq'a
k'ili
k'illima
q'illu
jik'i
jawq'ani

Aspirated Consonants

/k"/ vs /q"/

Words with /k"/	Words with /q"/
uk"a	laq"u
k"usu	q"iri
k"uri	q"usi
uk"ama	q"ulu
k"ullu	manq"a
k"aya	q"ipa
ch'ank"a	q"ana
k"itaña	t"uq"uña

Words used in the recognition and production exercises:

k"aya
q"usi
q"ana
k"ak"a
q"ulu

k"uri
k"ullu
uk"ama
k"umuña
ch'ank"a

q"uru
uk"a
t"ak"i
q"upiña
q"ipa

ak"a
laq"u
k"usu
q"illa
k"unu

manq"a
q"ullu
q"aq"aña
q"iri
k"itaña

Aspirated Consonants

/t/ vs /t"/

Words with /t/	Words with /t"/	
tama	t"at"a	q"at"a
titi	t"aya	jat"a
suti	t"amaña	q"at"u
tayka	k'ut"i	mut"u
tunta	t"it"i	

Words used in the recognition and production exercises:

tama	t"ant"a	t"aya	titi	k'ut"i
t"at"a	tanta	taki	t"it"i	kuti
tata	tuyuña	t"ak"i	jit"iña	mut"u
pata	tunta	tamäña	tuqiña	t"aya
p"at"u	t"aqaña	t"amaña	umata	suti

Aspirated Consonants

/k/ vs /k"/

Words with /k/	Words with /k"/
kuna	uk"a
kimsa	k"aya
akata	k"ak"a
kayu	ch'ank"a
llaki	k"usu
taki	t"ak"i

Words used in production and recognition exercises:

kuna
k"unu
uk"ama
kimsa
akata

uk"a
uka
sapaki
k"itaña
akaru

ak"a
aka
k"aya
kaya
kayu

kurmi
taki
t"ak"i
tayka
ch'ank"a

k"ak"a
k"uri
llaki
kusikusi
k"usu

/x/ vs /j/

Words with /x/	Words with /j/
chaxi	juma
suxu	uñjaña
chuxu	sajuna
usxaña	chajitu
laxa	maju
ch"uxu	janiwa
tuxu	jisa
laxra	jinchu
p"axsi	ajanu

Words used in recognition and production exercises:

łaxa
ajanu
suxu
janiwa
muxsa
laxra
sarxam
jinchu
suxu
jisa
maju
chajitu
chaxi
chuxu
tuxu
sajuna
jiwaki
waxra
utjani
laxwi
jaru
juri
luxuta
jaltam
tixti

/k/ vs /q/

Words with /k/	Words with /q/
laka	laqa
suka	qapu
iki	quqa
tunka	saqa
paka	paqa
kusikusi	ququ
kuka	quta
kaya	p'iqi
aka	qaqa
kinsa	qipu

Words used in production and recognition exercises:

quqa
laka
qapu
suka
laqa

quta
tunka
iki
tunqu
paka

paqari
kusisi
chiqa
yuqa
aka

qipu
sapaki
kuna
anqa
punku

kimsa
saqa
kurmi
qunquri
tayka

Glottalized Consonants

/t/ vs /t'/

Words with /t/	Words with /t'/
tanta	t'ant'a
tata	t'isi
tukisi	t'usu
taki	luxt'u
sartam	sart'am
jatuni	t'uxt'u
tupu	jat'ini
	churt'am

Words used in the production and recognition exercises:

tukisi
t'isi
tupu
t'usu
tanta
t'ant'a
churtam
churt'am
tata
t'uxt'u
luxt'u
tama
t'asa
t'isani
tunka
sart'i
sarti
jat'ini
jatuni
taki
tata
apt'am
suti
t'una
umata

Aspirated Consonants

/q/ vs /q"/

Words with /q/	Words with /q"/
quqa	q"ullu
quta	q"ana
anqa	q"iwiña
p'iqi	manq"a
yuqa	q"iri

Words used in the exercises of production and recognition:

quqa
q"ullu
qipu
q"illa
quña

q"ana
laqa
q"uru
qaquña
qapu

qaqa
q"aq"aña
qunquri
q"iri
q"usi

q"iwiña
quta
qaqusiña
anqa
manq"a

yuqa
laq"u
p'iqi
manq"a
q"ulu

Glottalized Consonants

/p/ vs /p'/

Words with /p/	Words with /p'/
pata	lup'i
punku	p'ap'i
kapachu	p'iya
paya	hamp'i
pataka	p'usu
pisi	lap'a
	p'iqi

Words used in the recognition and production exercises:

qapu	p'usu	pisi	pataka	parita
lup'i	pusi	p'ap'i	p'uru	map'i
lapa	paya	hamp'i	para	lampa
lap'a	p'iya	puchu	hamp'i	p'isqi
api	Jupa	p'iqi	lupi	Jump'i

Glottalized Consonants

/ch/ vs /ch'/

Words with /ch /	Words with /ch'/
chala	ch'ach'a
chiqa	mach'a
pichu	hamach'i
awicha	ch'umi
chacha	jach'a
chichi	ch'uñu

Words used in the production and recognition exercises:

ch'umi
chala
chiqa
hach'a
awicha
ch'ach'a
chacha
achila
chichi
mach'a
jamach'i
pichu
churi
ch'ama
chajitu
chuxu
ch'uqi
chaxi
ch'umi
kapachu
chaka
puchu
ch'uch'u
jacha
ch'umi

Glottalized Consonants

/k/ vs /k'/

Words with /k/	Words with /k'/
kusa	k'it"a
taki	k'iruni
tayka	k'isa
laka	lak'i
suka	jik'i
tukisi	k'isimiri
iki	k'usa
kuka	

Words used in the recognition and production exercises:

kuna
jik'i
kuka
k'usa
saka

lak'i
taki
lik'i
kawki
iki

tayka
kusikusi
k'isa
paka
k'isimiri

k'iruni
aka
tunka
k'ari
kimsa

kusa
k'usa
sakaki
jik'i
punku

Glottalized Consonants

/q/ vs /q'/

Words with /q/	Words with /q'/
quta	jawq'i
quqa	q'uma
qaqusita	laq'a
tunqu	q'ara
laqa	q'upita

Words used in the recognition and production exercises:

laq'a	yuqa	laqa	haqi	q'uma
quta	q'ara	tunqu	q'ala	saqa
jawq'ani	ch'uqi	q'aq'usini	paqari	q'uchu
qapu	q'upita	qunquri	q'uma	p'iqi
uqi	quqa	mirq'i	chiqa	janq'u

Vowel Length

Words with long vowels

churä
chäka
katüta
jutirïkta
sarä
luräta
quña
qüña

Words used in the recognition and production exercises:

sarä
sarä
iki
jutirïkta
luri
churä
churi
lurä
tata
chiqa
chäka
nina
saräta
jiliri
jilirïta
katüta
chaka
parlä
parlani
warmi
warmïtwa
sara
wawa
wawätwa
mama

/ñ/

Words with /ñ/

uñjaña

ñuñu

saña

quña

ña

ñikuta

Words used in the production and recognition exercises:

ñikuta	ña	ñusata	ñuñu	ña
paya	wayna	wayna	saña	waña
utara	waña	ñut'u	paya	kayu
uñjaña	imaña	naya	quña	churañani
nina	layu	luraña	ikiña	wayna

/ll/

Words with /ll/

llaki
apilla
qullqi
llapa
qalla
ch'alla
siwilla

Words used in the recognition and production exercises:

llaki
kaya
llapa
yapa
lapa
qala
qalla
yapu
lluch'u
chala
ch'alla
yuqa
qullqi
apilla
yatiña
siwilla
llatunka
laqa
naya
llullu
paqallqu
sillu
paya
q'illu
iluña

/r/

Words with /r/ used in recognition and production exercises:

sara
irpi
warawara
luri
parlam
sarta
akaru
waxra
uru
yawri
muraya
churaña
hawira
irpaña
mara
laxra
utaru
jaru
k'ari
warmi
qunquri
mamaraki
juri
aru
armaña

Aspirated Consonants

/p/ vs /p"/

Words with /p/	Words with /p"/
puchu	p"ucha
pisi	p"isi
llapa	p"ap"a
jupa	jup"a
paya	p"usu
kapachu	p"at"u

Words used in recognition and production exercises:

pata
p"ap"a
punku
kapachu
p"ara

p"isqa
llap"i
llapa
p"ich'i
paya

p"ucha
puchu
p"axsi
pisi
p"isi

jarp"i
pusi
p"ina
jup"a
jupa

pataka
p"asa
p"usna
p"usu
p"uti

Aspirated Consonants

/ch/ vs /ch"/

Words with /ch/	Words with /ch"/
chacha	ch"ama
puchu	ch"iya
chaxi	ch"uxu
chiqa	huch"a
pichu	pich"u

Words used in the recognition and production exercises:

chacha
ch"ama
p"ucha
ch"aja
ichuña

ch"iya
puchu
jich"a
chichi
ch"ich"i

achila
ch"uxu
chuxu
anch"ita
awicha

ch"ijch"i
ch"ujch"u
chaxi
jucha
juch"a

pichu
pich"u
chala
ch"ala
lluch"u

CHAPTER FOUR

COMMENTARY ON UNITS IN
AYMAR AR YATIQAÑATAKI

For each Unit:

1. Cultural Notes
2. Taped Grammatical Comments (none for XII)
3. Dialogue Notes
4. Exercise Notes
5. Review/Conversation Guide (none for XI or XII)

UNIT I - ARRIVAL IN THE COMMUNITY

CULTURAL NOTES

The *kurijirura* (from Spanish Corregidor) is an official appointed to carry out administrative functions within a particular region known as a *kantuna* (from Spanish canton). His appointment is for one year. He is officially the representative of the central government in the town. Previous to the appointment of a new *kurijirura*, there is a town meeting of the people of the community to be governed in which a list of candidates is decided upon. In some places the list may consist of one name only. Ordinarily the wishes of the community are respected, and the person elected is appointed. This has not always been so, and is not necessarily the case in all instances today. Previously, for example, the *kurijirura* was always a mestizo from the town; today many are Aymara. The *kurijirura* is subordinate to the *subprefecto* who is appointed at the province level in the province capital, who in turn is subordinate to the *prefecto* at the departmental capital level, who in turn is dependent upon the central government.

The appointed government from La Paz may be paralleled by elected local governments and/or local governments following other traditional patterns. Local political structure has undergone many and sometimes radical changes since the revolution of 1952. However, among the Aymara the preferred form of government is always consensus, and thus the arts of discourse, persuasion, and speech-making are highly developed.

Politeness and consideration are highly valued among the Aymara, as is reflected in this dialogue. The students will notice that names are not directly given. In a later encounter, personal names may be exchanged by one party first offering hes.* The sentence suffixes and verb forms also reflect politeness (see Grammatical Comments).

Because of the network of kin, both real and fictive, the Aymara rarely stay in hotels or lodgings, but rather stay with someone to whom they have ties, if not kinship then at least commercial. The ideal, if travel to a particular place is frequent, is to have one's own place to arrive and stay, the *puriñ uta.* However, especially since the revolution, there are hotels in all of the larger towns and many of the smaller ones, often run by Aymara who benefitted from the revolution.

The literal meaning of the last sentence of the dialogue, q"ipürkama, is 'until some day behind' and reflects the Aymara view that the future is in back of one, not visible - the past and present are in front and visible.

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*In this chapter, the non-sexist pronouns being used by the College of Arts and Sciences at the University of Florida will be used, as a convenience and because they reflect better the structure of Aymara. The paradigm is: hey, hem, hes, hesself.

TAPED GRAMMATICAL COMMENTS

Exercise Set I - Aymara equational sentences are marked with a -xa on one half and a -wa on the other half. There are many types of Aymara questions. In this exercise set you are introduced to the Aymara information question which is marked with the suffix -sa. The information that is given in answer to the question is marked with the -wa. Notice that in each question you have a first part -xa and a second part marked -sa. In this exercise set -sa is on the form asking where the person marked with -xa is from. In the answer the person again takes -xa, and the place where he is from takes -wa.

Ex Set II - This exercise again involves an information question with -sa. Notice again that the question word *kuna* takes -sa. It is answered by an item taking -wa. The first item in the question takes -xa as a redundant announcement of the topic of conversation, but it does not take -xa in the answer. The last item in the question takes -xa in the question and also takes -xa in the answer.

Ex Set III - This exercise is a direct drill of the equational sentence. The equational information question has the suffixes -sa / -xa. The answer has the suffixes -xa / -wa. Notice again that where -sa occurs in the question -wa occurs in the answer.

Ex Set IV - Here you are introduced to a second type of Aymara question; the yes/no question marked by the suffix -ti. Negation is marked by *jani* plus the suffix -ti. In this exercise *jani* always bears the -wa in the answer. This is typical although there are exceptions you will learn about later. Most Aymara negative sentences require the aspect marker -k or -:a-. This is not negative but is an aspect ordinarily required by the negative. Its explicit function will be drilled in later units.

Ex Set V - We are again here drilling the information question. Notice again that the question is -xa / -sa and the answer is -xa / -wa. An additional item is added in this exercise; that of a person marker.

Ex Set VI - Again you are drilling the -sa / -xa question and -xa / -wa answer. In this case, however, notice that there is no vowel before the -sa on the question word *kawk"ans*. When this is the case, the answering item has no -wa. The answering sentence as a whole is still considered a -xa / -wa answer, however.

When the vowel is omitted before -sa in the question, and both vowel and -wa are omitted in the answer, the vowelless item is known as a *zero complement*.

DIALOGUE NOTES

TEACHING SUGGESTIONS

Dialogue: The dialogue is built on the premise of total memorization. The materials are such that only the pages already learned need to be distributed. It is presumed that the dialogue will be recited in drama form, i.e., acting the parts required. This unit should take approximately 15 class hours and 30 outside preparation hours (including laboratory hours) having approximately the following distribution:

Dialogue presentation: 4 hours

Dialogue recitation: 1 hour

Exercise sets: 7 hours

Set I: 2 hours

Set II: 2 hours

Sets III, IV, V, VI: 1 hour each

Review and conversation: 3 hours

Because of the nature of Aymara, it is impossible to present normal language material without using structures that cannot be drilled at once. For that reason, the student should be allowed to use any structure not drilled only in the specific context in which it is used in the dialogue.

EXERCISE NOTES

TEACHING SUGGESTIONS

Visual aids: There are available drawings to accompany some of the exercises, either as full size color drawings or as 6-to-a-page black line drawings. The latter are supplied with the student materials. They may either be used on the sheet or cut apart to use as cards. The exercises in this unit use specifically the following:

Exercise I: Drawings 1 - 10

Exercise III: Drawings 13 - 24

Exercise VI: Drawings, 13, 14, 25, 24, 19, 20, 16, 15

The exercises in this unit should take advantage of the personal information of the students and teacher. It is presumed that in class, the names of those present will be used. All borrowed items are totally Aymarized in these materials. The following is a list of the terms used in the exercises. In the first column is the Aymara form. In the second is the form in the language which provided the base for the Aymara form and/or the Spanish/English form of the Aymara form.

Exercise Set I:

Wuliwya	Bolivia
Istarusunirusa	Estados Unidos (United States)
P"lurira	Florida
Italya	Italia (Italy)
Kalip"urnya	California
Kanara	Canada
P"ransya	Francia (France)
Chikaju	Chicago
Winisuyla	Venezuela

Exercise Set II:

Pirut(i) Apasa	Pedro Apaza (Peter)
Maryu Mamani	Mario
Juwakin Miru	Joaquin Miro (Jacobin)

Exercise II (continued):

Mariya	María (Mary)
Jusiya	José (Joseph)
Tuktura Jarmana	Dr. Hardman
Juwantiryus(a) Yapita	Juan de Dios Yapita (John of God)
Juwana Waskisa	Juana Vasquez (Joan)
Lawra Warwira	Laura Barber

Exercise Set III:

alujamintu	alomamiento (lodging)
lapisa	lapiz (pencil)
liwru	libro (book)
mapa	mapa (map)
papila	papel (paper)
misa	mesa (table)
silla	silla (chair)
uniwirsirara	universidad (university)

Exercise Set V:

Rusintita Q"ispi	Roseda Quispe (Rosie Shard)
Pawla Mamani	Paula Mamani (Polly Jones)
Julyu Tunquni	Julio Tonconi (Julius Cornholder)
Tiwusyu Jamach'i	Tiburcio Jamachi (Tiburcius Bird)
Liwunsyu Panqara	Leoncio Pancara (Leon Flower)
Ispiransa Janq'u	Esperanza Janco (Hope White)
Manuylu Qullqi	Manuel Collque (Emmanuel Silver)

Exercise Set VI:

tinta	tienda (store)

The general rules for making a form Aymara are the following:

1. All b, d, g, f, z, j, th, and vowel clusters must be changed (voiced occlusives and affricates, fricatives except s and h).

2. Vowel system must be reduced to three.

3. Initial consonant clusters are ordinarily broken.

4. Front vowels all become /i/; back vowels all become /u/; central vowels all become /a/; if a vowel must be added because of consonant cluster, it will be /a/.

5. Vowel clusters become vowel plus /w/ or /y/, or /w/ or /y/ plus vowel, or reduce to a single vowel.

6. b becomes /w/.

7. g becomes /x/.

8. d becomes /r/ intervocalically; /t/ in consonant clusters.

9. fricatives become the corresponding aspirated occlusive.

A more complete description of the correspondences may be found in the phonology section of the GRAMMAR, III 3.

The exercises are based on elements occurring within the dialogue. Students should be made aware of the frame sentence. The exercises are based on dialogue lines as follows:

Exercise Set I: 17, 18, 19

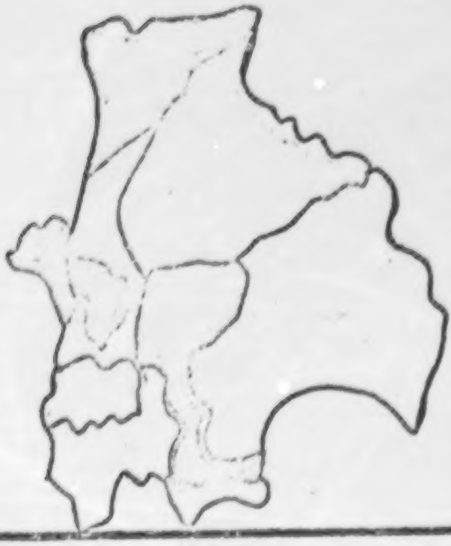
Exercise Set II: 5

Exercise Set III: 12, 19

Exercise Set IV: 10

Exercise Set V: drawing together of various structures, e.g., 6, 7, 10, 12, 15, 16

Exercise Set VI: 8



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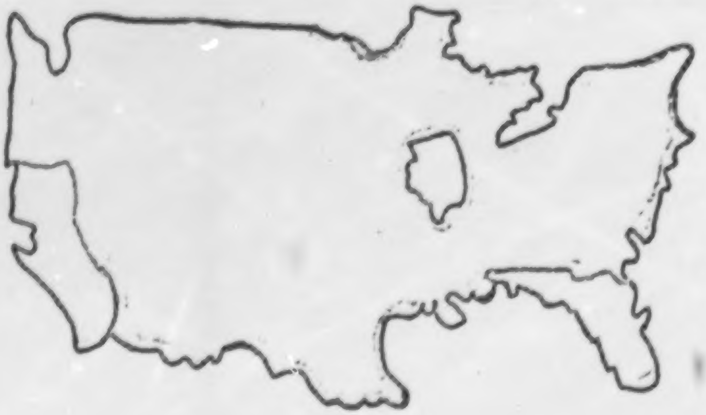

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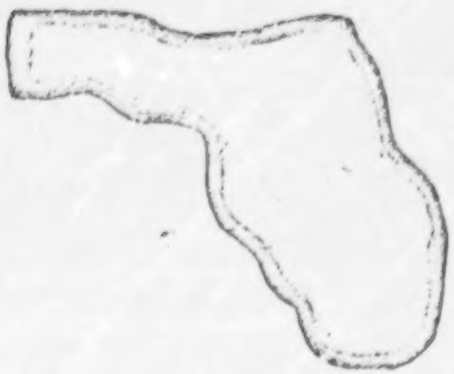

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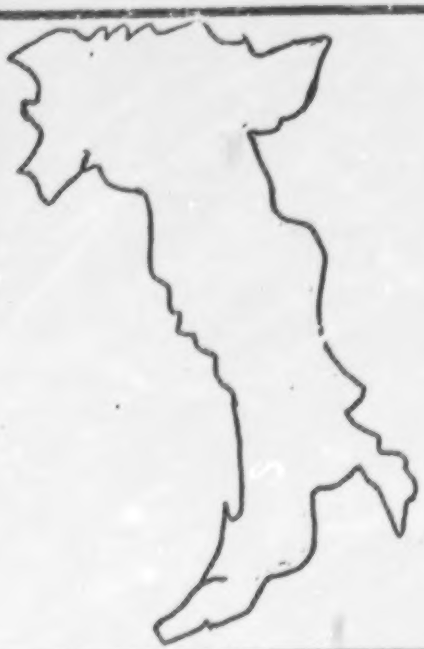

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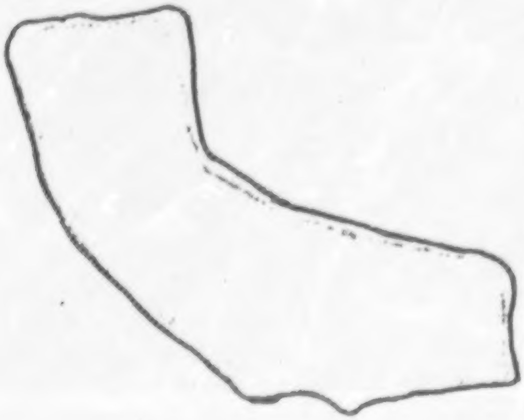

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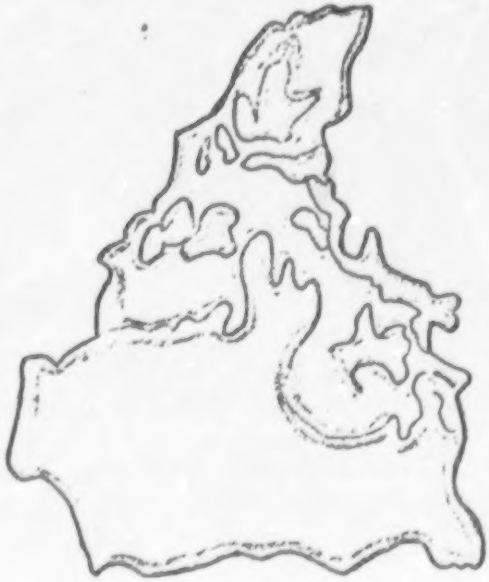

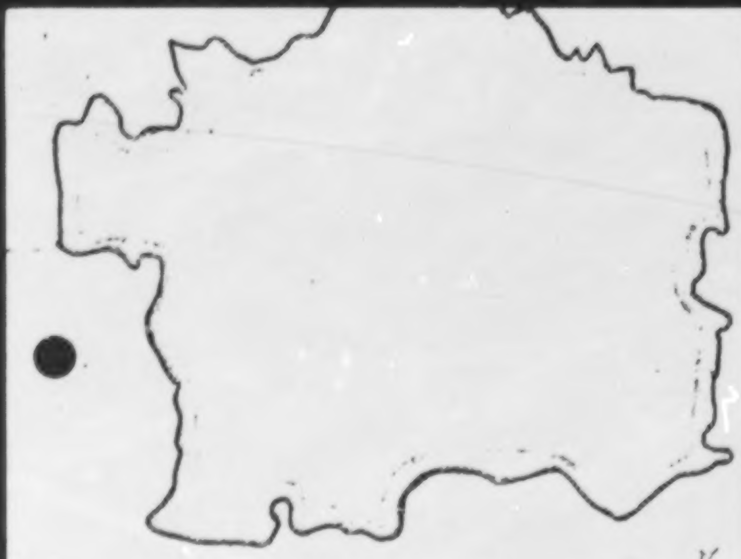

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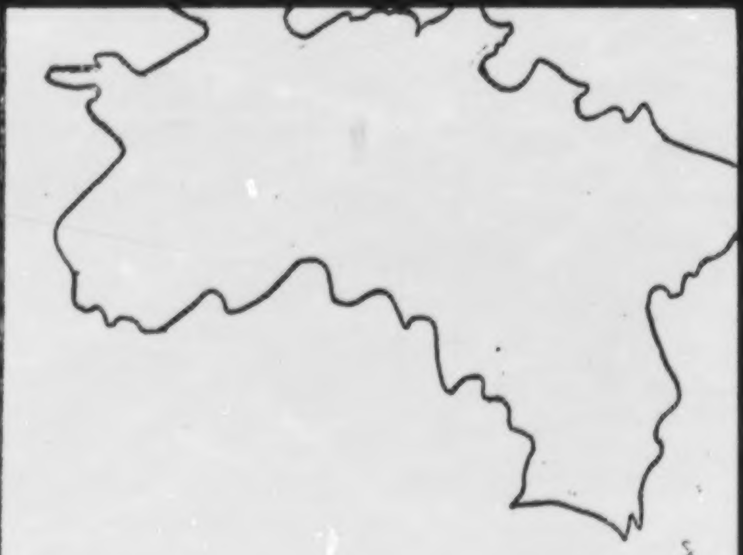

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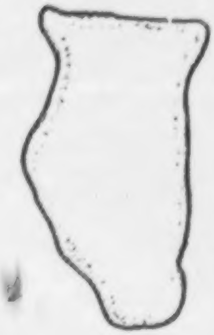

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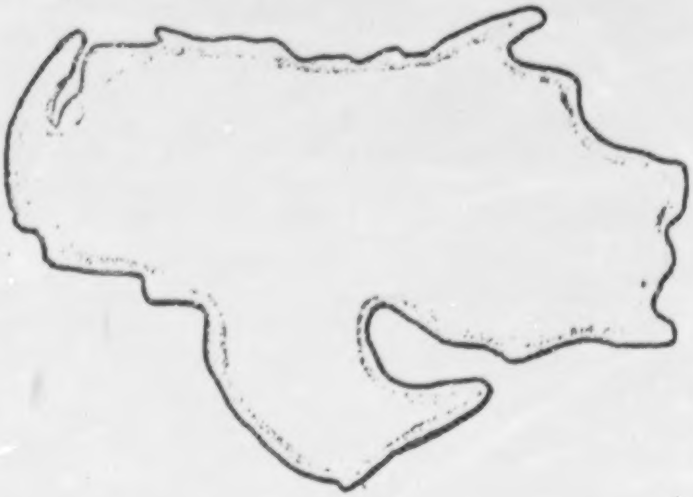

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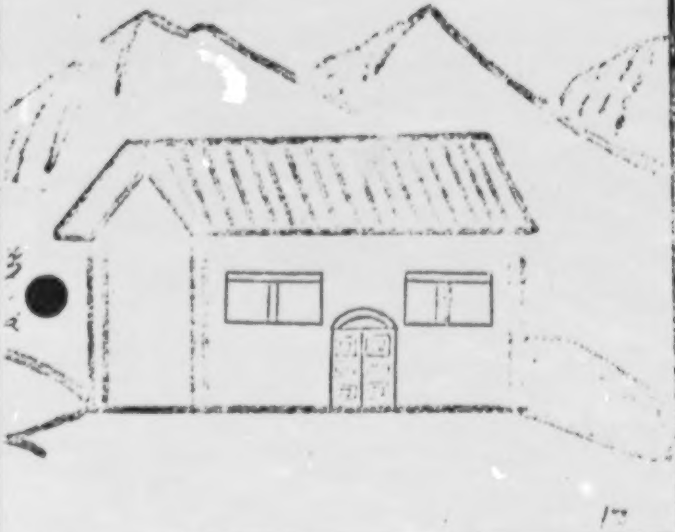

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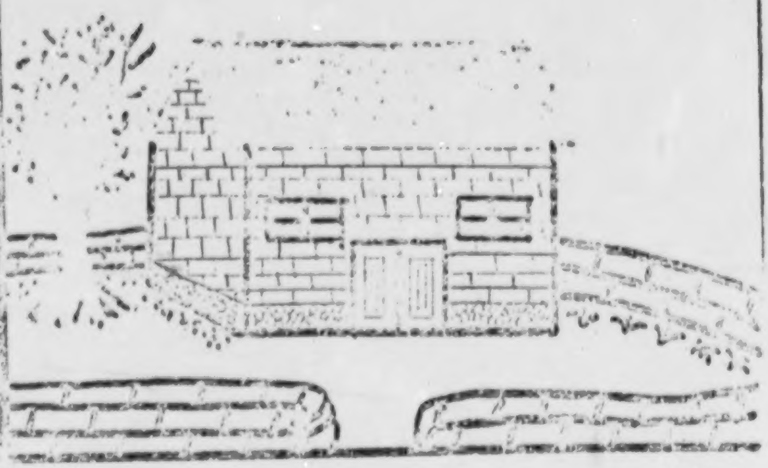

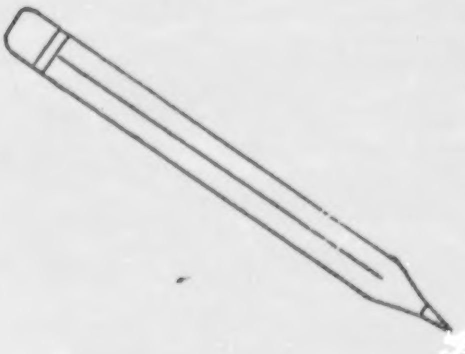

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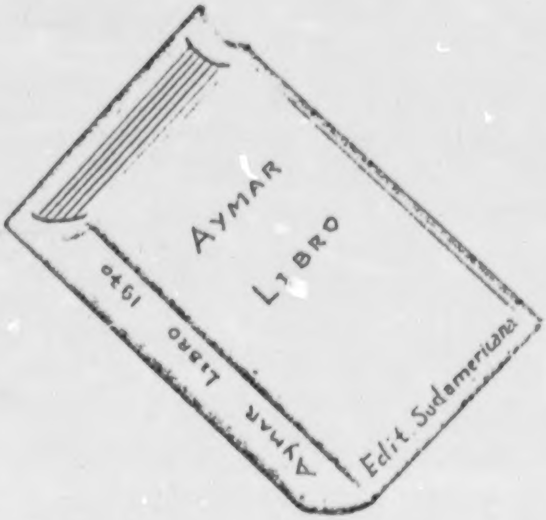
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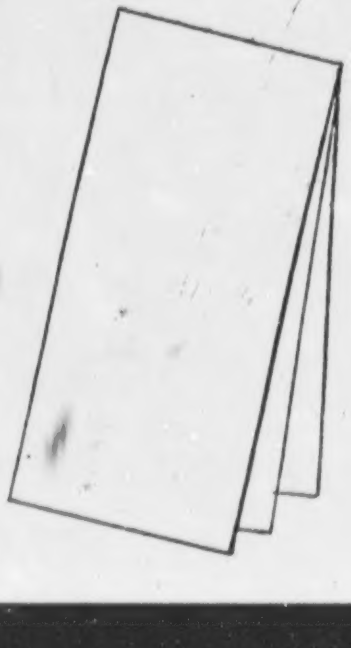

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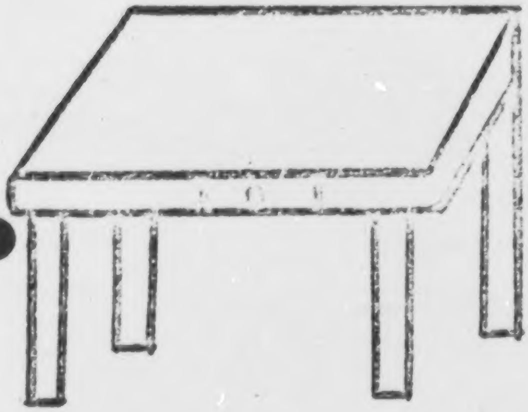

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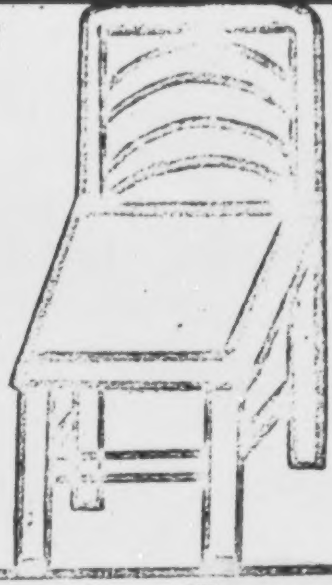

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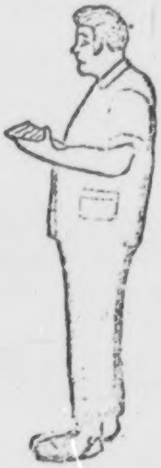

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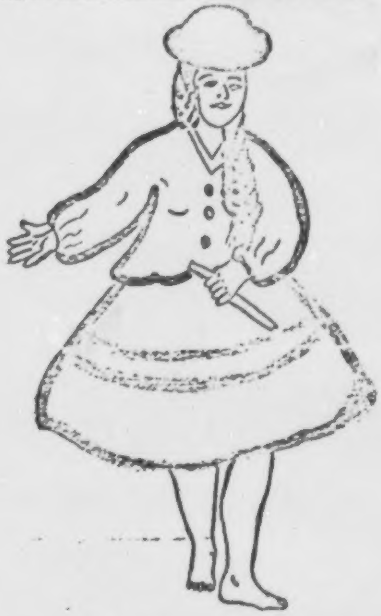

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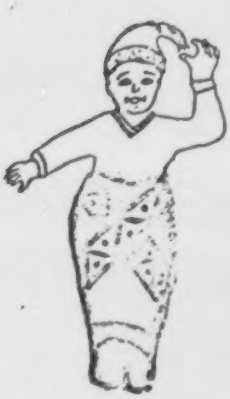

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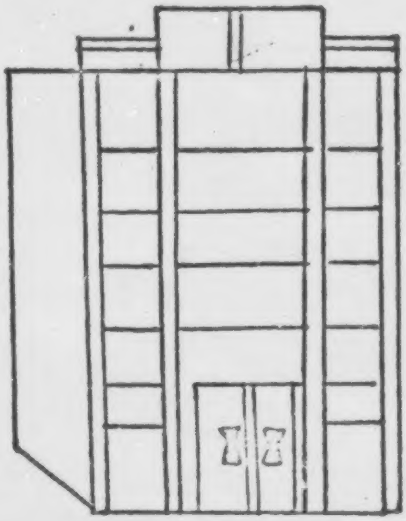

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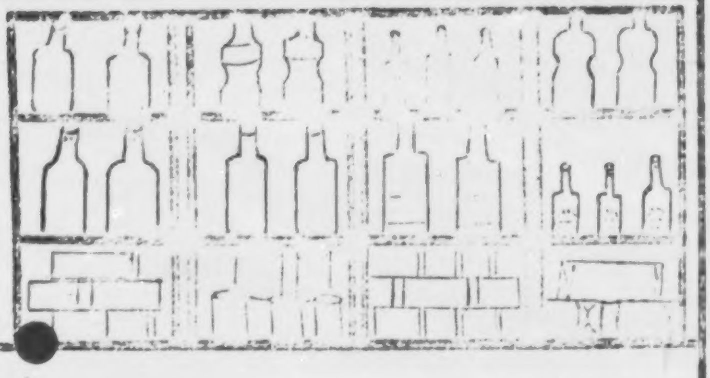

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The exercises for this unit are aimed primarily at a familiarization with the sentence suffixes:

-sa	information interrogative
-wa	affirmative validational
-ti	yes/no interrogative
-ti	negative

Care should be taken that the use of these is internalized as much as possible, since they occur in almost every Aymara sentence. For a description of these basic sentence types, see GRAMMAR XII 1. For interrogatives, see GRAMMAR V 1.11.4; VIII 1.3.

Exercise Set I: -sa information interrogative

-wa affirmative validational answer

Also introduced: persons 1, 2, 3 (See GRAMMAR, VIII 1.21; VII 3.11.1)

-xa sentence suffix occurring with the subject

-kiri- as marking origin. -k- verbalizes the preceding noun, which consists of a vocabulary item plus -na 'in', although here it would have to translate 'from', if at all. The -k- obliges the omission of the preceding vowel, -iri- renominalizes the form, and thus the vowel remains when adding the person suffixes (which oblige a vowel drop in straight verbs). See GRAMMAR, IX; VIII 2.12.1.

Exercise Set II: The same suffixes are drilled with a different interrogative.

Also introduced: possessives: The possessive phrase consists of possessor + -na + possessed + possessive suffix (See GRAMMAR, VIII 3.13).

Homophony is a serious problem in Aymara, especially for the student. In these exercises we have the following:

-xa	1 p possessive/sentence suffix	
-ti	yes/no interrogative/negative	
-ta	1 p verb suffix/2 p verb suffix	
-na	possessive/'in'	(may be the same, but the student may not see them as such) See GRAMMAR, VIII 3.21.5.

Exercise Set III: The same suffixes are drilled, but on the direct basis of the equivalence sentence, perhaps the most basic of sentence types in Aymara. The equivalence information question is:

----------sa   ----------xa?

Answer:

----------wa   ----------xa.

The non-human pronouns are used in this exercise set. See GRAMMAR, VIII 1.22.

Exercise Set IV: The equivalence sentence is further drilled, this time with yes/no questions and jisa/janiw answers.

----------xa   ----------ti?

Answer:

jisa, ----------xa   ----------wa.

janiw ----------xa   ----------kiti;   (----------wa)

No persons are introduced at this point because of the complexity. Note that -ki- accompanies the negative. It is not negative, but an aspect marker, to be explained in later units, which ordinarily accompanies the negative. The negative, in and of itself, is janiw plus the -ti suffix. However, for all current situations (all introduced so far), the aspect is obligatory.

Exercise Set V: Personal Identification provides further drill for -sa and -wa, with a new interrogative. Persons and verbalizations are as they were for the origin exercises (Set I).

Exercise Set VI: Location, constrative with origin, is introduced, here with the verb utjaña and three persons (there are other types). The exercise points out to the student that location (fairly permanent) of an object and living (of persons, residence) is the same category. The -a of -na is dropped in this exercise because of "zero complement" rules - to be drilled further in following units. Because of this, no -wa occurs in the answer, rather there is no sentence suffix where it would be expected. That zero equals -wa. If no other word follows the zero element, -wa will reappear.

I. ORIGIN

I.1.a. - Juma + -xa + kawki + -na(dir) + -k(*V) + -iri(*Nelque) + -:(*V) + -ta(2→3) + -sa(info)?

Naya + -xa + place + -na(dir) + -k(*V) + -iri(*Nelque) + -:(*V) + -t(1→3) + -wa.

I.1.b. as above

I.2. Naya + -xa + kawki + -n + -k + -iri + -: + -t(1→3) + -sa?

Juma + -xa + place + -n + -k + -iri + -: + -ta (2→3) + -wa.

I.3. Jupa + -xa + kawki + an + -k + -iri + -sa? No verbalization with 3p and no other V suffixes.

Jupa + -xa + aka + -n + -k + -iri + -wa.

Names

II.1. Jupa + -na(pos) + -xa (break) + kuna + -sa(info) + suti + -pa(3) + -xa?

Jupa + -na(pos) + suti + -pa(3) + -xa + name + -wa.

II.2. Juma + -n + -xa (break) kuna + -sa suti + -ma(2) + -xa?

Naya + -n + suti + -xa(1) + -xa + name + -wa.

II.3. Naya + -n + -xa (break) kuna + -sa + suti + -xa(1) + -xa?

Juma + -n + suti + -ma(2) + -xa + name + -wa.

Identification of Objects

III.1. Kuna + -sa(info) + aka + -xa?

Aka + -xa + thing + -wa.

III.2. Kuna + -sa + uka + -xa?

Uka + -xa + thing + -wa.

Negation of Identification

IV. Aka + -xa + thing + -ti(yes/no)?

Jani + -wa + thing + -k(neg) + -i(3→3) + -ti(neg).

IV.2. Aka + -xa + thing + -ti(yes/no)?
Jani + -w + thing + -k(neg) + -i(3 → 3) + -ti(neg). + thing + -wa.

Personal Identification
V.1. Juna + -xa k"iti + -:(*V) + -ta(2 → 3) + -sa(info)?
Naya + -xa + name + -:(*V) + -t(1 → 3) + -wa.

V.2. Jupa + -xa k"iti + -sa(info)? No -: verbalization with 3p.
Jupa + -xa + name + -wa.

V.3. Naya + -xa + k"iti + -:(*V) + -ta(1 → 3) + -sa?
Juma + -xa + name + -: + -ta(2 → 3) + -wa.

Location
VI.1. Kawk"a + -na(dir) + -sa(info) + thing + -xa + ut + -j(dev) + -i(3 → 3)?
Thing + -xa k"a: place + -na(dir) + -wa(Ø) ut + -j + -i(3 → 3).

VI.2. 3 person + -xa kawk"a + -n + -sa ut + -j + -i(3 → 3)?
3 person + -xa k"a: uta + -n + -wa (Ø) ut + -j + -i(3 → 3).

VI.3. as above

REVIEW/CONVERSATION GUIDE

A full page drawing is provided for conversation review of the dialogue. Students should be asked to prepare and present a dialogue of their own, using but not going beyond the patterns learned. The first two days of review would ordinarily be used for intensive fixing of the patterns drilled in the exercises, now presented in random order. The third day would ordinarily be devoted to the presentation of the student dialogue and freer conversation.

In general conversation students ask and are asked (each other) the questions in random order, incorporating whole utterances from the dialogue where appropriate. Visual stimuli - pictures, objects, are very useful.

The review tape is prepared such that the students can make their own tape in response to the review tape to hand in for correction.

In the first review dialogue the last sentence, walikipi, contains a sentence suffix - pi, which may replace -wa, meaning 'well!' It comes up again in Unit II.

The review dialogue contains some forms which may cause some initial difficulty. Puri is the 3 p form of puriña; sarxi the 3 p form of saraña with a derivational suffix not explained completely until much later. It means here 'he went home.' Si is the 3 p form of saña.

The semantic elements drilled in this unit:

Where are you from?

Where do you live?

Where is X (customarily) located?

Who are you?

What is your name?

What is this?

What is that?

Is this/that an X? (Negative and Affirmative answers)

name of person x kawkinkiri(0)sa? (jupa) (pa)
(juma)x (ta) (juma)nx kunas suti(ma)xa?
(naya)x (t) (naya) (xa)

(u)
kunas (a) kaxa? Janiw [same name] kiti. [other name]wa.

(u)
(a)kax [name of object]ti? Jis, [same name]wa.

(juma) (ta)
Kawk"ans [name of object or person]x utj(i)?
(naya) (ta)

REVIEW I

Kunas jupan sutipaxa?

Kunas juman sutimaxa? (Jaqin sutip sam)

Kunas nayan sutixaxa?

Jupax k"itisa?

Jumax k"itïtasa? (Sut sam)

Nayax k"itïtsa?

Jupax kawk"ans utji?

Jumax kawk"ans utjta? (Kawk"ans sam)

Nayax kawk"ans utjta?

Jupax kawki kirisa?

Jumax kawkinkirïtasa? (Mark sam)

Nayax kawkinkirïtsa?

Kunas akaxa?

Kunas ukaxa?

Kunas k"ayaxa?

Akax utati?

Ukax misati? (Jisa/janiw)

K"ayax lapisati?

In general conversation, k"itïtasa is used with adults, and the full name is expected; for children the form kunas sutimaxa is more common, and is answered with the given name only.

UNIT IIP - IN THE MARKETPLACE - POTATOES (PAPAS)

CULTURAL NOTES

Bargaining in the marketplace is taught in this and the following unit - IIQ (queso - cheese); both numbered II, but constituting each a complete unit.

Money here is counted in *bolivianos*. At the time of writing the dialogue the exchange rate was 12,000 to the dollar and had been so stably for a number of years.* A few years ago the government of Bolivia declared a new coin, the *peso*, to be equal to 1,000 *bolivianos*. Much of the new money is in circulation and in the city is regularly used in larger transactions. However, in the marketplace the more complex older units continue to be used. Also, Spanish numbers sometimes replace the Aymara numbers. We have chosen to teach that which is common and yet most difficult for the student - if these large numbers and their typical abbreviations are learned, the smaller numbers and/or the Spanish numbers will not be difficult. Also, handling numbers, a relatively simple system in Aymara, gives the student confidence in handling long phrases.

Potatoes originated in the Andes, were first domesticated there, and spread to the rest of the world from there. Only a few varieties of the potato were exported; there are said to be some four hundred varieties in the Andes. In addition there are a number of other root crops. The importance of potatoes for the Aymara will be more than amply clear by the end of the course. The potato is the staple of the Andean diet and is ordinarily served as q"ati (boiled potato) or ch'uqi muntata (peeled) at each meal, much as bread is used in the United States. The terms for food items, such as ch'uqi, refer only to the *raw* food. Names for the same foods cooked depend upon the texture. They are brought up specifically in Unit XI. The varieties of potatoes have different names and are differentially evaluated. Different varieties of potatoes are considered different dishes and may be served at the same meal.

The frequent use of -ya (often as -y), a politive sentence suffix, and the frequent use of future rather than imperative as a polite imperative should be noted. Politive markings are important in Aymara interpersonal contact; a frequent error of outsiders knowing "some" Aymara is to use the imperative with no softeners - a form used only for those over whom one has virtually absolute authority and certainly rude between relative strangers or equals.

Relationships between buyer and seller are often of long standing and may involve reciprocal obligation. The seller is equally often considered to be doing the favor as is the buyer; one must plead with a seller for a particular purchase in some circumstances. And, because of the mutual obligations of long-standing "caseros" it is frequently impossible to buy large quantities without previous arrangement.

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*The money dropped to 20 to the dollar at the end of 1972.

The marketplace among the Aymara is largely dominated by the women at both the retail and wholesale level. Women are generally considered to be far more capable and sharp in financial dealings than men. Many women travel throughout the Andean area - from Peru to Chile to Argentina - in commercial transactions, importation, exportation, and general wholesale ventures. This gives rise to a functional trilingualism (Aymara, Quechua, Spanish) for many of the women.

Purchasers in the marketplace always furnish their own carriers - baskets, sacks, bags, whatever. Little boys are usually about selling cheap plastic bags for the improvidential.

TAPED GRAMMATICAL COMMENTS

Exercise Set I (numbers) - Notice that when numbers are added in complex combinations the suffix -ni- is used. This is a suffix exclusive of the counting set. When the numbers are to be multiplied, the -ni- is not used unless the number so multiplied is to be added to a previous number. Notice that in the questions relating to numbers you are again being drilled on -sa/-xa questions with -xa/-wa answers. In exercise 3-a there is no vowel preceding the -sa in the question; nevertheless, -wa occurs in the answer because there is no form whatsoever following the item upon which -wa should occur.

Ex Set II (possessives) - In this exercise you are introduced to three of the possessives. There is one more that you will learn later. The first two exercises are yes/no questions with the usual -wa answer. Notice that the -wa suffix occurs on the possessor and the possessive suffix on the possessed. The third exercise is a -sa/-xa question, -xa/-wa answer. The interrogative word here is of the same structure as kawkinkiri-; it is literally "the one where."

Ex Set III (location of objects and persons) - Again you are drilled on -sa/-xa questions with -xa/-wa answers. Kawk"ankis is a question of specific location. You are also drilled on yes/no questions with both affirmative and negative answers. Note carefully that these are questions of location, not of origin that you learned in the first part.

DIALOGUE NOTES

Refer to Dialogue, page 2, Unit IIP of Volume I: The -raki/-sti question is used frequently in this dialogue to put the questioner on the offensive rather than the neutral position of a straight -xa/$\left\{\begin{matrix}\text{-ti}\\ \text{-sa}\end{matrix}\right\}$ question.

The alternative question is (-ti)/-cha and is drilled in later units. The intonation should be carefully imitated; it is one of the very few grammatical patterns in Aymara with an obligatory intonation pattern.

Refer to Dialogue, page 6: The structure akat q"iparu 'later' is very common. See the chapter of supplementary exercises for an exercise to be used at the discretion of the instructor.

EXERCISE NOTES

GRAMMATICAL COMMENTS

Exercise Set I (Numbers) - You may wish to point out that -ni accompanies addition, when the smaller number follows. When one of the compounders occurs (waranqa, pataka, tunka) and one of the smaller numbers precedes, there is multiplication, and no -ni. The two patterns are combined in complex numbers. See GRAMMAR, VIII 1.12.2; 3.15.

In class, objects likely to be in the marketplace can be made available so that the students can buy and sell in realistic situations.

Exercise Set II (Possessives) - Three of the four possessives are introduced at this time. Possessives are frequent in Aymara and should be thoroughly mastered at this time. See GRAMMAR, VIII 3.13. The interrogative kawkiris is discussed in GRAMMAR, VIII 1.3.

For other exercise sets, refer to the notes for Unit I - the same type of sentence structure is further drilled. Because students find it so hard to internalize the use of suffixes for sentence types rather than intonation, adequate drill cannot be overemphasized.

Pattern sentences from dialogue for exercise sets:

Exercise I: Sentences 2, 5, 6, 9, 10, 11

Exercise II: Exercises 1, 2 - Sentences from Unit I-5
Exercise 3 - Sentence 3

Exercise III: Sentence 2

Morphemes and words:

qawq"a (GRAMMAR, VIII 1.3)

kawkiri

kawk"anki

-ru price marker (GRAMMAR, VIII 3.21)

-ya politive

-ita

-m

-ta

-mpi additive (GRAMMAR, VIII 3.15)

numbers 1 to 2000; mayiña

uka; churaña

apasiña; ch'uq

asukara; up"isina

p"ina; kisu

yapu; kanasta

apilla; t'ant'a

misa; pronouns 1, 2, 3

silla; uta

Morphemes and words (continued):

-n possessive	tinta; sakillu
-xa- possessive (GRAMMAR, VIII 3.13)	papila; mantila
-ma- possessive (GRAMMAR, VIII 3.13)	ch'uxña; aka
-pa- possessive (GRAMMAR, VIII 3.13)	uka; k"aya
-sa sentence suffix	alujamintu; uniwirsirara
-xa sentence suffix	P"lurira; Wuliwya
-wa sentence suffix	Kalip"urnya; k"uri

Sentence types (GRAMMAR, XII 1; 2.22)

-sa -xa?	/ -xa -wa.	qawq"a and kawk"anki
-sa -xa?	/ -wa -xa.	lawkiri
Ø -ta?	/ -xa -wa	"qawq"s mayiskta? ukax __-wa."
-ruy -ita.	/Janiwa, -ru -m.	bargaining
-mpi -mpi -sa?	/ -mpi -mpi -wa.	addition with qawq"a
-xa -ti?	/Jisa -wa. Janiwa -ti.	possession and "in the" questions

REVIEW/CONVERSATION GUIDE

Bargaining:

Qawq"a mayiskta?

U'kax __________wa.

______________ruy churita.

Janiw, ___________r apasim.

Addition:

__________mp   ____________mpix   Qawq"asa?

__________mp   ____________mpix   ______wa.

Possession:

$\left\{\begin{matrix}\text{Aka}\\ \text{Uka}\\ \text{K"aya}\end{matrix}\right\}$ X $\left\{\begin{matrix}\text{Juma}\\ \text{Jupa}\\ \text{Naya}\end{matrix}\right\}$ n   (thing) $\left\{\begin{matrix}\text{ma}\\ \text{pa}\\ \text{xa}\end{matrix}\right\}$ ti?

Jis, $\left\{\begin{matrix}\text{Juma}\\ \text{Jupa}\\ \text{Naya}\end{matrix}\right\}$ n   (tning) $\left\{\begin{matrix}\text{ma}\\ \text{pa}\\ \text{xa}\end{matrix}\right\}$ wa.

$\left\{\begin{matrix}\text{Juma}\\ \text{Jupa}\\ \text{Naya}\end{matrix}\right\}$ n   (thing) $\left\{\begin{matrix}\text{ma}\\ \text{pa}\\ \text{xa}\end{matrix}\right\}$ "Kiti.

Janiw $\left\{\begin{matrix}\text{Juma}\\ \text{Jupa}\\ \text{Naya}\end{matrix}\right\}$ nkkiti.

Kawkiris (person) n   (thing) $\left\{\begin{matrix}\text{xa}\\ \text{ma}\\ \text{pa}\end{matrix}\right\}$ xa?

Uka (thing) w (person) n   (thing) $\left\{\begin{matrix}\text{xa}\\ \text{ma}\\ \text{pa}\end{matrix}\right\}$ xa.

Location:

Kawk"ankis   (thing) xa?

(thing) xa   (place) nkiwa.

(thing) xa   (place) nkiti?

Jis, (place) nkiwa.

Janiw (place) nkkiti.

Location (continued):

(person) x (place) nkaskiti? (See GRAMMAR, VI 2.39.2)

Jis, (place) nkaskiwa.

Janiw (place) nkkiti.

(place may be possessed)

UNIT IIQ - IN THE MARKETPLACE - CHEESE (QUESO)

CULTURAL NOTES

The marketplace, as well as a place for exchange of goods, is, of course, a place for exchange of news, gossip, politics, and social contacts of all kinds. In this dialogue the buyer is not particularly interested in chatting (partly to keep the dialogue from being too long) but in this way the news will spread rapidly.

The cheese ordinarily sold is a whole milk cheese made immediately after milking with rennet and salt - the amount of salt depending upon taste and length of time to be preserved. Size varies, but a typical standard size for the market is 4" in diameter. The cheeses are always round, being formed in a woven staw belt-like mold called istira.

A typical snack is cheese and potatoes. Travelers carry cheese and potatoes or corn. Whenever there is cheese, it is also served at each meal. A mark of hard times is the absence of cheese.

Very complex mental accounts are kept by persons with little or no knowledge of Spanish and who are illiterate. Some elderly women are quite capable of detailing the financial transactions of a community during the last 20 or 30 years, including loans and repayments, with respective interest properly calculated.

Although bargaining is done in the dialogue, some staple items are sold at fixed prices by municipal order. On those items there is ordinarily no bargaining, although enforcement may or may not be total, especially as one gets further from the municipal center.

TAPED GRAMMATICAL COMMENTS

Exercise Set I (some Aymara verb forms) - In this exercise set you are drilled on some of the common Aymara verb forms; more forms will be drilled later. Remember that all Aymara verbs are transitional. In these exercises we are being super-redundant to help you master the transitional nature of Aymara verbs. In the question the -ti yes-no question suffix occurs on the actor. All forms have a -ru complement, some forms also have a zero complement. You will answer each question affirmatively in which case the -ti is replaced by a -wa on the actor; or negatively, in which case -wa goes on jani, -xa goes on the actor, the aspect marker -ka- occurs in the verb and negative -ti occurs after the person marker on the verb. Some of the forms are aorist, that is, depending upon the rest of the context they may be translated present or past. Some of the forms are future, that is, anything beginning beyond the immediate present. Remember that Aymara time contrast does not correspond to English or Spanish. In answering the questions, remember also that first and second person reverse themselves in the answer. Practice this exercise until the forms come easily. Future exercises will not be super-redundant because it is common in Aymara not to mention the two persons directly referred to in the verb person suffix precisely because they are already referred to in the suffix.

Ex 1-b - Negation is done by adding janiw somewhere before the verb and the suffix -ti to the verb. As you know, -ti may also be added to nouns and particles as well, but not in this exercise. The aspect marker -k- is usually obligatory with the negative, but it is not negative. Because the -wa goes with jani-, -xa occurs witn the actor in the answer itself.

Ex 2-a - The yes-no question suffix is on the actor, therefore -wa will be on the actor in the answer.

Ex 3-a - Keep in mind the following: 1. With first and second persons, the persons ordinarily reverse in the answer. 2. -wa occurs where the question suffix was in the question - in this exercise, on the actor. 3. These are future forms, but in accord with Aymara politeness ethic, these forms are frequently used as polite commands.

Ex 3-b - Although future, these forms are often also polite commands. Remember - the negative is the jani plus the suffix -ti. The aspect marker -ka- normally occurs with the negative.

(second part) Remember - when the -wa occurs on jani in the negative, then -wa cannot occur elsewhere; -xa goes on the actor in this case.

Ex Set II (commanding) - Among the Aymara, matters of courtesy and politeness are of extreme importance. One area where this is reflected in the grammar extensively is with the imperatives. In this exercise set we will drill a number of ways of commanding that you have already seen in the dialogue. The plain future often as a single -wa sentence is perhaps the most frequent type of polite imperative. The plain -m imperative tends to be avoided unless there is a relationship usually subordinate-superordinate which will permit direct command. The marketplace type of situation is an exception which may permit this kind of command among equals. Note in the dialogues, however, that it is usually softened especially for bargaining purposes with a -ya. The direct second person to first person -ita command is not avoided as much as the -m command but does carry some of the same brusqueness. Some of the exercise in this set have -rapi- in the verb. This changes the ordinary -ru complement to a -taki- complement, whereupon a new -ru- complement may be introduced. It is the -taki- complement in these circumstance which is indicated in the person suffix. We will drill these more extensively later. After the previous exercise you should be over-familiar with most of the verb forms used in this exercise. Drill until these forms also come with great ease.

Ex Set III (directional -ru-) - In this exercise set you will be drilling the -ru- as a directional. In each question it occurs on the interrogative word followed by the informational -sa. The -wa does not replace the -sa in this exercise set because the answer is imperative. Notice that in all cases where a zero complement occurs, there is no final vowel on the stem even when -xa occurs, here as topic marker.

-rapi- is used in exercises 2 and 3 of this set, with the verb apaña, to carry. In sentences with apaña, the zero complement of the verb is what is carried. The -ru complement of the verb is what something is carried in, OR the place it is carried to. The person on whose behalf something is carried is a -taki- complement referred to in the verb with -rapi. In these exercises we did not include the redundant -taki complement, because it is already there in the -rapi plus the verb person endings.

DIALOGUE NOTES

Refer to Dialogue, page 4, Unit IIQ of Volume I: Qawq"äxisa̋ is a verablized form (-¨ + -xa + -i). The long vowel at the end, on the information interrogative, is an emphatic, in this case directing the question to the self.

Refer to Dialogue, page 5: The -piy instead of -wa (also written pi) is a politive as well as a presumptive ('you will, of course, please come again').

Refer to Dialogue, page 6: The form sarxa is the typical 'goodbye'; it means, basically, 'I'm going home; this event is over.'

EXERCISE NOTES

COMMENTS

This unit introduces the Aymara verb person system. There are nine persons in the Aymara verb - all interactional. The grammar should be consulted.

Together with the sentence suffixes, the verb person system are the two aspects of Aymara most difficult for the student to internalize. At the same time, it is impossible to utter any Aymara sentence without being involved in one or the other or both. Intensive drill, using the additional exercises provided in Chapter VII of this book. Do not over estimate the ability of the students to produce the forms even when the concepts are understood intellectually.

All Aymara verb forms are INTERACTIONAL. The complement is part of the meaning of the verb person suffix. They are always specified in this fashion, but it is still hard to remember.

Pattern sentences from dialogue for exercise sets:

Exercise I: Sentences 1, 3, 4, 6, 7, 8, 17, 18

Exercise II: Sentences 10, 11, 13, 14, 16, 17

Exercise III: Sentences 1, 5, 11, 12

The supplementary exercises of Chapter 7 of this volume should be extensively used from this point on.

Morphemes and words:

personal pronouns 1, 2, 3, 4 (GRAMMAR, VIII 1.21)

-ru complement (GRAMMAR, VIII 3.21.1)

-rapi 'for (on behalf of)' (GRAMMAR, VI 2.36.1)

verb inflections:

-ta	(1-3S and 2-3S)	(GRAMMAR, VII 3.1; 3.11.1; 3.11.2; 3.13.1)
-i	(3-3S)	
-:ma	(1-2F)	
-itäta	(2-1F)	
-:ta	(2-3F)	
-:	(1-3F)	
-ni	(3-3F)	

verb inflections (continued):

-ñani	(4-3F)
-m	(2-3I)
-ita	(2-1I)

-k-ti incompletive, 'negative' (GRAMMAR, VI 2.39.2)

-ti question

-sa sentence suffix
-wa sentence suffix
-xa sentence suffix
(GRAMMAR, XI 2.1.1-4)

kunarus(a) 'in what'
kawkirus(a) 'to where'
with object and place nouns (GRAMMAR, VIII 1.3)

Sentence types (in order presented)

1. -ru complement + Simple in question and answer (GRAMMAR, VIII 3.21.1)

2-t(i) 3-r(u) (obj) verb-ta?/ Jis(a), 1-w(a) 3-r(u) -ta.
(GRAMMAR, VII 2.1) Janiw(a) 1-x(a) 3-r(u) -ktti.

3-t(i) 3-r(u) (obj) -i?/ Jis(a), 3-w(a) 3-r(u) -i.
(GRAMMAR, XII) Janiw(a) 3-x(a) 3-r(u) -kiti.

2. -ru complement + Future in question and answer (GRAMMAR, VIII 3.21.1)

1-t(i) 2-r(u) (obj) -:ma?/ Jis(a), 2-w(a) 1-r(u) -itäta.
(GRAMMAR, VII 2.2) Janiw(a) 2-x(a) 1-r(u) -kitätati.

2-t(i) 3-r(u) (obj) -:ta?/ Jis(a), 1-w(a) 3-r(u) -:.
(GRAMMAR, XII) Janiw(a) 1-x(a) 3-r(u) -k:ti.

3-t(i) 3-r(u) (obj) -ni?/ Jis(a), 3-w(a) 3-r(u) -ni.
Janiw(a) 3-x(a) 3-r(u) -k-niti.

4-t(i) 3-r(u) (obj) -ñani?/ Jis(a), 4-w(a) 3-r(u) -ñani.
Janiw(a) 4-x(a) 3-r(u) -k-ñaniti.

3. -ru complement + Future in question, Imperative in answer (GRAMMAR, VIII 3.21.1)

Polite command:

3-ruw(a) -:ta. (2-3F)
(GRAMMAR, VII 2.2; 2.3)
3-r(u) -niti? (3-3F)
(GRAMMAR, XII)
} Janiw(a), jum(a) (3-r(u)) -m. (2-3I)

4. -ru, -rapi + Future in question and answer (-taki complement not stated)
(GRAMMAR, VIII 3.21.1)

Polite command:

3-r(u) -rapitätati? (2-1F)
(GRAMMAR, VI 2.36.1)
3-ruw(a) -rapitäta. (2-1F)
(GRAMMAR, VII 2.2)
Jis(a), -rapïmawa. (1-2F)
(GRAMMAR, XII)

5. -rapi + Future in question, Imperative in answer (neither -ru nor -taki complements states)
(GRAMMAR, VI 2.36.1)

obj-(V) -rapimäti? (1-2F)/ Jis(a) -rapita. (2-1I)
(GRAMMAR, VII 2.2; 2.3) (GRAMMAR, XII)

6. Collocation of objects in objects and places + Future in question, Imperative in answer (GRAMMAR, VIII 1.3; 3.21.1)

obj-x(a) kunarus(a) churäma? (1-2F) / Aka obj-r(u) churita.
obj-x(a) kunarus(a) / kawkirus(a) aparapïma? (1-2F) / obj-x(a) obj-r(u) aparapita.
(2-1I
(GRAMMAR, VII 2.2;2.3)

REVIEW/CONVERSATION GUIDE

Qawq"as akaxa?

Qawq"as ukaxa?

(presy sam)

Qawq"as k"ayaxa?

Qawq"sa mayiskta?

Payamp payampix qawq"asa?

Ch'iyar imill kunarus churäma?

Kis kunarus aparapīma? (kuna wayaq' sam)

Ch'uqxa kawkirus aparapīma?

Jupar jiskt'ätati? (jisa/janiw)

Jupar jiskt'amti?

Aljañ muntati?

Juparuw jiskt'äta ?

Jupar jiskt'arapitätati?

Juparuw jiskt'apitäta ?

ch'uq(i) t"aqarapimati?

Jupar t"aqäti?

Jupar jiskt'ätati?

Jupar t"aqiti?

Akax juman ch'uqimati? (jisa/janiw)

Akax jupan asukarapati?

Akax nayan up"isinaxati?

Kawkiris maman ch'uqipaxa?

Kawkiris juman kisumaxa?

Kawkiris nayan sakilluxaxa?

Kawk"ankis asukaraxa?

Kawk"ankis awayuxa?

Kawk"ankis liwruxaxa?

Kawk"ankis ch'uqixaxa?

Asukarax utankiti? (jisa/janiw)

Mamax akankaskiti?

Mamax ukankaskiti?

Mamax k"ayankaskiti?

Tata Janq'ux tintapankaskiti?

Nayax wuliwyankasti?

Jumax p'lurirankasktati?

FREE CONVERSATION GUIDES

Situations to set up:
- seller and buyer
- seller with helper and buyer
- seller and buyer with helper
- a student counts his money and what he has bought at market and tells of his experience in the marketplace
- a seller recounts his experience

Elements to be included:
- what is available to buy
- what is desired
- price and bargaining
- paying and counting
- placing in the container supplied by buyer
- carrying to appropriate place

REVIEW/CONVERSATION GUIDE

REVIEW EXERCISE QUESTIONS

Qawq"as _kaxa?

Qawq"s mayiskta?

_kax__________wa.

__________ruy churita.

Janiw, __________r apasim.

__________mp __________mpix qawq"asa?

(Object)____ x kunarus chura:ma? (Carrier)____ r churita.

(Object)____ x kunarus aparapi:ma? (Object)____ x (Carrier)____ r aparapita.

(Object)____ x kawkirus aparapi:ma? (Object)____ x (Place)____ r aparapita.

Jupar __________:tati?	Jis, __________:wa.
	Janiw, Jumaw __________:ta.
Jupar __________niti?	Jis, __________niwa.
__________n muntati?	Jis, muntwa: __________ñani.

Future/Imperatives:

Juparuw __________:ta.	Janiw, jum __________m.
Jupar __________niti?	Janiw, jum jupar __________m.
Jupar __________rapita:tati?	Jis, __________rapi:mawa.
	Janiw, jum __________sim.
Juparuw __________rapita:ta.	Jis, __________rapi:mawa.
	Janiw, jum __________m.
__________ __________:mati?	Jis, __________ita.
Jupar __________:ti?	Jis, __________m.
Jupar __________ti?	Janiw __________k_ti.

Future/Imperatives (continued):

____x ____n __________ ___ti? Jis, ____n _________ ___wa.
Janiw ____n __________ ___kiti.
Janiw _____nkiti.

Kawkiris __________n ____________ ___xa?
_ka __________w ___________n ___________ ___xa.

Kawk"ankis _________xa? __________x ________________nkiwa.

__________x __________nkiti? Jis, __________nkiwa.
Janiw, __________nkiti.

__________x _________nkask_ti? Jis, _________nkask_wa.
Janiw _________nk_ti.

Basic Points:

1. Counting
2. Asking about prices
3. How to bargain in the marketplace
4. -ru for movement towards, or within, or on, or to (persons)
5. Future:
    - 2→3 -:ta
    - 1→3 -:
    - 3→3 -ni
    - 4→3 -ñani
    - (1-rapi-2) -:ma
    - (2-rapi-1) -ita:ta
    - 1→2 -:ma

   Imperative:
    - (2-rapi-1) -ita
    - 2→3 -m
    - 2→1 -ita
6. Negation of aorist (1, 2, 3), verbs and verbalization
7. Possessive (1, 2, 3) with -na, with kawkiris, with negation.
8. Momentary placement of things without -sk- on the verb, or persons with -sk- on the verb, with negation without -sk- on the verb.
9. -ña with munaña, verbal phrase

UNIT III - PLANNING A WEDDING

CULTURAL NOTES

The choosing of the godparents is perhaps the one most important part of the Aymara marriage ceremonies. The godparents act as advisers and counselors to the couple; if the marriage goes well it is considered a credit to the godparents - hence the comments in the dialogue.

In some places there are two sets of godparents - the jach'a parinu marina (jach'a awki, jach'a tayka) and the t'aqa parinu marina. The wedding godparents are, next to baptismal godparents, the most important in one's life.

Customs vary somewhat from place to place and as to whether the couple has ties in the city as well as the country, but in general the marriage, rather than a momentaneous ceremony, is a long series of ceremonies through which one gradually acquires the status of jaqi (responsible adults).[1]

The outline of the series of ceremonies is approximately as follows:

Initially, as in the dialogue, the young man may "steal" the young woman. (This is somewhat cheaper than waiting.) Afterwards, then, the irpaqa ceremony is held. Otherwise, the couple may go through a sart'a ceremony first in which the parents of the couple first come to an agreement and then set up housekeeping after the irpaqa.

Thereafter, when adequately planned and accumulated for, the second set of ceremonies will be held, immediately if possible but usually within a year. This series, usually over a period of three days, consists of the legal ceremony (for the state), the religious ceremony (for the church), and the Aymara ceremonies - the function of which is to impress upon the couple their ties to and responsibilities in the community. During the whole complicated ritual (a minimum of two days) the couple is never free of the constant guidance of the godparents. At the end of the second day, the iwxawi ceremony takes place in which blessings and advice are literally given to the couple as they kneel by all the elders of the community who wish to as well as godparents and older relatives. Although the couple is then expected to walk without constant guidance, it takes about another year before all the additional ceremonies, including property arrangements, are complete and the couple is completely married - completely jaqi within the community.

Women within the Aymara community do not assume their husband's name. Inheritance is traditionally individual, although other patterns are now seen as a result of the land reform. The marriage ceremonies unite not only two individuals but bring together two kindreds and set up additional fictive kinship ties. In no way can it be considered that one family is "giving" someone to another family, or "losing" someone, nor is the woman's identity or individuality or legal status seen to be suppressed in any way.

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[1] This long marriage-status acquiring period has been misinterpreted by ethno-centric observers as "trial marriage." It is nothing of the sort. See "Trial Marriage in the Andes" by William E. Carter, paper presented at the 1972 annual meeting of the American Anthropological Association.

The dialogue simplifies greatly who provides what, which varies considerably anyway from place to place and according to individual circumstances.

Many Aymara use the front room of the house as a store, often not obvious from the street, where such store-bought necessities as beer, alcohol, soft drinks, matches, candles, rice, sugar, spices, etc., are sold. There are usually at least a half dozen such stores in any community.

TAPED GRAMMATICAL COMMENTS

Exercise Set I (fourth person) - Aymara is very specific at all times in indicating the inclusion or exclusion of second person YOU. The fourth person includes those spoken to as well as the speaker. Others may or may not be involved. It is translated we, us, or our, but it specifically includes the person spoken to. If the person spoken to is to be excluded then you will have to use another form that will be drilled later. This exercise set teaches you the possessive form, the pronoun form, the future verb four-to-three ending and the aorist verb four-to-three ending.

Ex Set II - The questions in this exercise set are all -sa information questions. However, no vowel occurs before the -sa in any of these questions. Therefore, the presence of -wa in the answer is marked by zero.

Ex Set III (conjoining with -mpi) - The suffix -mpi conjoins noun phrases. It can be used anytime the verbs are the same.

Ex Set IV (specification of goal implied in verb) - You have learned that all Aymara verbs are transitional. The use of the -rapi- suffix will change the normal -ru- goal to a -taki- goal. That is, for example, instead of giving you the match I will give it to him for you or on your behalf. This makes it possible for as many as four different persons to be referred to within a single Aymara verb. In general, remember that when -rapi- occurs the goal person of the person suffix will be the beneficiary of the action described in the rest of the sentence rather than the recipient of the action.

Ex Set V (purposive subordination) - When one action is performed in order to accomplish something else that generally has wider dimensions than the first the second will often be indicated by adding -ñataki to the verb stem. This is one form of subordination and is used only when the two actions referred to are different.

DIALOGUE NOTES

Refer to Dialogue, page 2, Unit III of Volume I: The use of -chi in the form urúxarakchixay is to put the cause of the action away from the speaker, a non-involvement, and an attitude of some regret.

Refer to Dialogue, page 3: The -sa on kunanakas is the lister -sa. (See GRAMMAR, XI 2.1.7)

Refer to Dialogue, page 4: The -s- in yatstaxaya is an allomorph of -chi- (See GRAMMAR, VII 3.12.3). In this case the use is in the sense that, in view of the circumstances, there is no one else, so that, regrettably, I must ask you to do - but I do know, of course, that you will do a good job, just that it is an imposition.

Refer to Dialogue, page 5: Uka in the sentence kunatiy wakiski uka is a subordinator. See GRAMMAR XII 4.33. The form janikucha is jani plus the suffix -kucha which is not productive and apparently is limited to occurrence with this root. Janikucha can best be glossed as 'better not...,' in Spanish 'mejor que no...'

Refer to Dialogue, page 6: For use of sentence suffix -xaya (See GRAMMAR, XI 2.2).

Refer to Dialogue, page 7: Yatiyanxtwa: any vowel before nasal may sound slightly longer. This word is composed of the following morphemes: yati- 'to know'; -ya- 'human causative'; -ni- 'direction/interest towards here'; -xa- 'completive'; -ta '1→3p'; and the sentence suffix -wa. Morphophonemics often make the elements unrecognizable at first glance. See GRAMMAR, I. 2.

Refer to Dialogue, page 8: There are two suffixes -pacha, one nominal (See GRAMMAR, VIII 3.16, 3.22.1) as here and one verbal (See GRAMMAR, VII 3.12.2).

EXERCISE NOTES

GRAMMATICAL COMMENTS

Exercise Set I (fourth person) - In Aymara grammar and in Aymara courtesy the second person is obligatorily marked; where a choice may be made, second person takes precedence.

The four basic persons of Aymara are: addressee included, speaker included, both excluded, both included. Number is not inherent in any of these - no matter what the translations may be. All forms may take the pluralizing suffixes. This is often hard for students to internalize with the fourth person. However, as pointed out in this dialogue and exercise set, there are separate forms for the fourth person in all paradigms. Whether the addressee is included or not MUST be marked.

Exercise Set II (obtain from) - Exercise 1, page 1-a: The drawings on this sheet are used to stimulate the answer of the student to the question 'from where?' - all done with suffixes in Aymara. Included are pictures of Qumpi (Mr. Yapita's home town), and of Tiwanaku (Ms. Vasquez' home town), and of La Paz.

Exercise Set V (-ru / -taki) - A number of derivational suffixes affect the relationship between the two persons involved in the person suffix in the verb. One, however, is frequent and of overriding importance - -rapi, which makes the relationship one of benefaction. If the persons involved are redundantly stated in the sentence, the complement will take -taki rather than -ru, thus we speak of -ru complements (plain verb) and of -taki complements (-rapi verb).

Exercise Sets III and IV - Both are basically transformation exercises. All embedding in Aymara of whatever type is done with suffixes. There are no functors.

Set I: fourth person

1a: personV + -xa placeV + -sa + -na + -ka(v) + -ska + -i(3>3) + -ti(interr) ?

Jisa, placeV + -sa + -na + -ka(v) + -ska + -i(3>3) + -wa .

Jani + -wa placeV + -sa + -na + -ka(v) + **-ka- + -i(3→3) + ti; jupa + na place V + -pa +-na + -ka(v) + -ska**

+ -i(3>3) + -wa.

1b: thingV + -xa place/containerV + -sa + -na + -ka(v) + -i(3>3) + -ti ?

Jisa, place/containerV + -sa + -na + -ka(v) + -i(3>3) + -wa .

Jani + -wa place/containerV + -sa + -na + -ka(v) + **-ka- + -i(3→3) + -ti; jupa + -na place/containerV**

+ -pa + -na + -ka(v) + -i(3>3) + -wa .

1c: Kaw.k"a.n.k.i.sa person + -sa + -xa ? Person + -sa + -xa place + -sa + -n + -ka(v) + -sk + -i(3p)
+ -wa .

1d: Kaw.k"a.n.k.i.sa thing + -sa + -xa ? Thing + -sa + -xa place + -sa + -n + -ka(v) + -i(3p) + -wa .

note: kawk"ankis = specific location

Ex. 2 4pF

jiwasa + -na complements verb stem + -ñani + -ti ?

jisa , verb stem + -ñani + -wa .
jani + -wa verb stem + -ka + -ñani + -ti .

Ex. 3: 4pA

jiwasa + -na complements verb stem + -Ctan + -ti ?

jisa, verb stem + -Ctan + -wa .
jani + -wa verb stem + -ka + -Ctan + -ti .

Set II: directional -ta.

1: kawki + -ta + -sa complements verb stem + inflection ?

place + -ta + ʕ(for -wa) proper verb form .

II: K"iti + -ta + -sa complements verb stem + inflection ?

person + -ta proper verb form .

III: K"iti + -na possessed + -pa + -ta + -sa verb stem + inflection .

possessor + -na possessed + pos. + -ta + ʕ(for -wa) proper verb form .

IV: place stem + -ta complements verb stem + 1→2F/1→3F/1→2I .

Jani + -wa, alternate plcae stem + -ta verb stem + 2→1I/2→3I .

Set III: -mpi conjoining

1: complement verb stem + inflection . / different complement same verb.

complement 1 + mpi complement 2 + mpi verb .

2: complement 1 + -pos verb form . / complement 2 + -pos. verb form .

complement 1 + -pos + -mpi complement 2 + -pos. + -mpi verb form.

3: (complement X) complement 1 + -na/-ru/-ta (complement Y) verb form . /
(complement X) complement 2 + -dir. (complement Y) verb form .

(complement X) complement 1 + -mpi + -dir complement 2 + -mpi + -dir. (complement Y) verb form .

4: Complement 1 + -pos. + -dir. verb form . / Complement 2 + -pos. + -dir. verb form .

Complement 1 + -pos. + -mpi + -dir. complement 2 + -pos. + -mpi + -dir. verb form .

Set IV: -rapi/aff/neg

1a: actor + -xa complement + -ru complement + Ø verb stem + inflection .

Jisa, verb stem + -infl. + -wa . / jani + -wa verb stem + -ka + -infl. + -ti .

1b: actor + -xa complement + -taki complement + Ø verb stem + -rapi + -infl. ?

Jisa , verb stem + -rapi + -infl. + -wa . / Jani + -wa , verb stem + -rapi + -ka + -infl. + -ti .

1c: complement + -ru complement + Ø verb stem + -rapi + -ita:ta(2→1F) + -ti ?

Jani + -wa verb stem + -ka + -:(1→3F) + -ti ; jum verb stem + -m(2→3I) .

Set V: -ñataki conjoining

Actor + -xa (complement X (complement Y)) verb1stem + -infl. / Complement A (complement B) verb2stem + -infl.

Actor + -xa (Compl. X (compl. Y)) verb1stem + -infi. compl. A (compl. B) verb2stem + -ñataki .

Morphemes and words:

-xa-	possessive 1	(GRAMMAR, VIII 3.13)
-ma-	possessive 2	
-pa-	possessive 3	
-sa-	possessive 4	
pronouns 1, 2, 3, 4		(GRAMMAR, VIII 1.21)
-na	possessive	(GRAMMAR, VIII 3.21.5)
-ta	'from, of, about'	(GRAMMAR, VIII 3.21.2)
-ru	complement	(GRAMMAR, VIII 3.21.1)
-rapi	'for, on behalf of'	(GRAMMAR, VI 2.36.1)
-taki	complement	(GRAMMAR, VIII 3.21.3)
-ñataki	sentence conjoiner	(GRAMMAR, VII 3.4; VIII 2.12.2; XII 4.31.1.2)
-mpi	sentence conjoiner	(GRAMMAR, VIII 3.15)
-ti	question	(GRAMMAR XI 2.1.41)
-sa	sentence suffix	(GRAMMAR, XI 2 1.3)
-xa	sentence suffix	(GRAMMAR, XI 2.1.1)
-wa	sentence suffix	(GRAMMAR, XI 2.1.2)
kawksa	'where'	(GRAMMAR, VIII 1.3)
kawkits(a)	'from where'	
k"itits(a)	'from whom, of whom, about whom'	
k"itin(a)	'whose'	

verb inflections: (GRAMMAR, VII 2.1; 2.2; 2.3; 3.1; 3.11.1; 3.11.2; 3.13.1)

Specifically:	-ñani	(4→3F)
	-tan	(4→3S)
With k"itits(a):	-tan	(4→3S)
With kawkits(a):	-ta	(1→3S)
	-:ma	(1→2F)
	-itäta	(2→1F)

verb inflections (continued):

	-ñani	(4→3F)
	-:	(1→3F)
	-ni	(3→3F)
	-i	(3→3S)
	-tan	(4→3S)
With k"itin(a):	-nta	
	-ta	(1→3S)
	-ni	(3→3F)
	-tan	(4→3S)
	-i	(3→3S)
With -mpi:	-m	(2→3I)
	-ita	(2→1I)
	-:ta	(2→3F)
	-:	(1→3F)
	-tan	(4→3S)
	-i	(3→3S)
	-:ma	(1→2F)
	-ta	(1→3S)
	-ñani	(4→3F)
	-ni	(3→3F)
Elsewhere:	-nta	
	-:	(1→3F)
	-m	(2→3I)
	-ita	(2→1I)
	-:ma	(1→2F)
	-ski	
	-itàta	(2→1F)

verb inflections (continued):

-i	(3 → 3S)
-tan	(4 → 3S)
-ñani	(4 → 3F)
-:ta	(2 → 3F)

Sentence types: (GRAMMAR, XII 1; 4.31.1.2)

1. -xa -ti? / jisa, -wa. janiwa -k-ti; -wa. Location of persons and objects
2. -xa -sa? / -xa Ø. Questions with kawks.
3. -sa -xa? / -xa -wa. Questions with kawk"ankis, k"itits
4. -xa -ti? / jisa, -wa. janiwa -k-ti.
5. Ø -ti? / " " " } Drills for 4 → 3F and 4 → 3S
6. -sa -ti? / " " " }
7. -sa Ø / Ø Questions with kawkits, k"itin, kunanakas
8. Ø Ø / janiwa. Future statement or question, imperative reply.
9. Ø
   / Ø Sentences without subject, conjoined with -mpi or -ñataki.
   Ø
10. -wa Ø /
    -wa Ø / -wa Ø } Sentences with subject, conjoined by -mpi or -ñataki.
11. -xa Ø /
    -xa Ø / -xa Ø }
12. (-xa) Ø / Sentences with or without subject, conjoined by -mpi or
    (-xa) Ø / Ø -ñataki.

Pattern sentences from dialogue for exercise sets:

Exercise I: Sentences 1, 2, 3, 4, 12, 13, 15

Exercise II: Sentence 10

Exercise III: Sentences 1, 5, 6, 7, 12

Exercise IV: Sentences 1, 2, 3, 4, 5, 12

Exercise V: Sentences 1, 4

REVIEW/CONVERSATION GUIDE

Susanax yapusankaskiti?

Ch'uqix sakillusankaskiti?

Kawk"ankis jilasax?

Jiwasan utasar sarañaniti?

Jiwasan utasar sartanti?

Kawkits sirwis	alanta?
K"itits(a) ch'uspa	alanirapīta?
K"itits(a) t'ant'(a)	mayī?
K"itits(a) qullq(i)	mayinta?
K"itits(a) k'awn(a)	alañani?
K"itits(a) arus	apani?
K"itits(a) makin	mayt'ani?
K"itits(a) kuk(a) Ruwirtutaki	apanirapiñani?
K"itits(a) sirwis(a)	mayta?
K"itits(a) papil(a)	apanirapitäta?
K"itin wawapats(a)	parlta?
K"ä tatax k"itin misapats	aptani?
K"itin utapats	jutta?

Kis(u) alatäta
T'ant'a alatäta

Kisump(i) t'ant'amp(i) alatäta

Awayum(a) aparapīma
Kanastam(a) aparapīma

Awayumamp(i) kanastamamp(i) aparapīma

Jupan(a) utapar(u) sarä.

Jupan(a) yapupar sarä.

Utapampir(u) yapupampir(u) sarä.

Jumas(a) jupar(u) p"urp"ur(u) churtati?

Jupar(u) away(u) churarapitatäti?

Kasimiraw(a) asukar(a) ali?

Exercise Review:

I. Fourth Person:

(person) x (place) sankaskiti?

Jis, (place) sankaskiwa.

Janiw (place) sankiti; jupan (place) pankaskiwa.

(thing) x (place) sankiti?

Jis, (place) sankiwa.

Janiw (place) sankiwa; jupan (place) pankiwa.

Kawk"ankis (relative) sax?

(relative) sax (place) sankaskiwa.

Kawk"ankis (thing) sax?

(thing) sax (place) sankiwa.

Jiwasax (whatever fits) (verb) ñaniti?

Jis, (verb) ñaniwa.

Janiw (verb) kañaniti.

Jiwasax (whatever fits) (verb) tanti?

Jis, (verb) tanwa.

Janiw (verb) ktanti.

II. Directional 'from' -ta

Kawkits (thing) (verb) /inflection?

(place) t (verb) /inflection.

Exercise Review (continued):

K"itits (thing) (verb) /inflection?

(person/relative) t (verb) /inflection.

K"itin (thing) pats (verb) /inflection?

(person) n (thing/relative) pat (verb) /inflection.

(person/place) t (thing) (verb) /-"~-"ma.

Janiw, (person/place) pat (verb) /-m~-ita.

III. -mpi

2 sentences: (substantive$_1$) + verb

(substantive$_2$) + verb

substantive$_1$)mp + (substantive$_2$)mp(i_w^x) + verb

2 sentences: (substantive + pos)$_1$ + verb

(substantive + pos)$_2$ + verb

(substantive + pos)$_1$mp (substantive + pos)$_2$mp(i_w^x) + verb

2 sentences: (substantive + dir)$_1$ ______________ + verb

(substantive + dir)$_2$ ______________ + verb

(substantive$_1$ + mpi + dir$_1$) (substantive$_2$ + mpi + dir$_2$) ______ ver

2 sentences: ___________ (substantive + pos + dir)$_1$ + verb

___________ (substantive + pos + dir)$_2$ + verb

(substantive + pos + mpi + dir)$_1$ (substantive + pos + mpi + dir)$_2$ verb.

IV. -ru/-taki

(subject) ________ru + verb?

Jis, ________ru + verb. Janiw ________ru + verb.

(subject) _______taki + verb? (with -rapi)

Jis, _______taki + verb. (with -rapi)

Janiw, _________taki + verb. (with -rapi)

Exercise Review (continued):

____________ru ____________rapita:tati?

Janiw __________:ti; jum ____________m.

V. -ñataki

2 sentences - **the second is the purpose of the first**

Re-worked Dialogue I: The form k"itīnisa is formed of elements already known: k"iti + --:- + -ni + -sa 'who will be?', a verbalized form plus 3→3F. For use of sentence suffix -pi, see GRAMMAR, XI 2.1.9 and XII 3.3.

Prose Reading: The use of the term marka in connection with place names, e.g., Laja marka, lapas marka, etc., is more common than with the place name alone.

The structure -ta/-ru for time, as in akat kimsaqallq ururuw '8 days from now' is drilled in a supplementary exercise in Chapter VII.

Re-worked Dialogue III: The use of -chi- in jat"ïchixaya is again the lamentor use: 'if only it weren't heavy, I would, but...'

Re-worked Dialogue IV: The use of -chi- in pirtunxarakchiy is also lamentor, in the sense that the more elaborate ceremony would have been preferable, but anyway, pardon has been obtained, so the next can go on.

UNIT IV - THE BAPTISM

CULTURAL NOTES

Residence Patterns: There is variation, but in general, the new couple prefers to live alone or, alternately, with the parents of the husband. If he is the youngest son, the tendency to live with his parents is markedly increased. The couple in the dialogue have their own residence.

Information patterns: (e.g., spreading the word of a birth) News depends a great deal on the roads, on the routes, and on the distance. In the case of a birth, one must inform the grandparents and marriage godparents (ichutata, ichumama) as soon as feasible. Outside of the godparents who must be chosen, it is not the custom to inform the public of the birth of a child, rather to let it become known when the mother goes out with the child on her back. Pregnancy is never announced. With the type of dress, it is also not usually visible except to the most perceptive among the women. The newborn is considered an angel until the first haircutting at about two years of age.

Godparent choosing: It is not necessary to baptize the child immediately unless it is in poor health, rather the parents will usually wait to take advantage of the presence of a priest for some upcoming festival. The baptism may be delayed several months or even longer. It is possible to perform an emergency baptism without a priest, but the child is always rebaptized, sometimes with the same godparents, sometimes with others--thus giving the child extra sets. The godparents may be the godparents of the marriage, or they may be someone else. Often it is someone who is well known who has a good social position, or whom the parents would like the child to emulate. However, it may be anyone the parents wish.

Godparent responsibilities: The godparents bring a complete suit of clothes for the baptism, as illustrated for the dialogue. They also pay the notary. Later, they may help the godchild study, and, on occasion, the child may live with the godparents. The godparents of baptism are the most important of the godparents a child will accumulate before he is an adult. The godparents also customarily give the child gifts on his birthday and for other occasions.

Women in childbirth: The woman is most often attended only by her husband. If a midwife is available, that is preferable. The midwives are ordinarily older women with a great deal of experience. If the woman knows in time, she will send for her own mother to be with her and help her.

TAPED GRAMMATICAL COMMENTS

Exercise Set I - (person markers of the simple or aorist tense) As you remember, all Aymara verbs include reference to both actor and goal. The aorist tense is unmarked, and, according to context, may be translated into present or past. In this set of exercises, all translations are given in the past, because, in an interlingual situation, without context, the forms will be understood in that manner. Five new forms are introduced in these exercises.

Ex Set II - no grammar notes.

Ex Set III - no grammar notes.

DIALOGUE NOTES

Refer to Dialogue page 1, Unit IV of Volume I - The -raki question is a scolder question; see GRAMMAR X 2.3.

Refer to Dialogue page 2 - Both -chi's in the first sentence express the regret of Martinu that his mother-in-law has not yet been informed.

Refer to Dialogue page 5 - The -chi in the first sentence, along with the sentence suffix -xaya expresses regret that the grandfather won't be at the baptism, but the arrangements with the godfather are respected. The -s- in axsararakstxay is an allomorph of -chi, also lamentor.

Refer to Dialogue page 6 - The form jutchïxay is, more or less, 'I'll come, of course, and do it all since you haven't anyone else, unfortunately.'

Refer to Dialogue page 7 - For use of saña quotative for planning see GRAMMAR XII 4.2.

EXERCISE NOTES

GRAMMATICAL COMMENTS

Exercise Set I (more persons) - The importance of overdrilling the persons until they become automatic cannot be overemphasized. Additional time spent now will save a great deal of time later, and make Aymara more easily meaningful. Students should point, they should ask each other questions, they should report the answer of others, they should act out simple things such as giving and report the actions in all possible persons. Use extensively the exercises in Chapter VII.

Exercise Sets II/III (time) - For the Aymara, the future is found in back of one, the present and past in front. It should be noted that the simple tense is either present or past, indifferently unless defined (English "present" is either present or future indifferently, unless defined). The future begins immediately after the present.

Note on complements: In Set III, exercise 3, sentence 12, -taki occurs on a noun without a -rapi in the verb. Not all -taki constructions are complements (defined as those items reflecting directly the persons in the verb). However, in this case, there is an additional derivational suffix which is drilled much later in the course, the causative -ya, which complicates the complement situation. An explanation should not be attempted at this point, more than the minimum to continue. None of the suffixes used in complement functions are exclusively complement.

Pattern sentences from dialogue for exercise sets:

Exercise I: Sentences - virtually every one

Exercise II/III: Sentences 9, 10, 14, 15, 17, 21

EXERCISE SET I - Person Markers of the Simple tense

Ex. 1: naya + -ti(interr) juma + -ru complement verb stem C + -sma 1→2?
Jis, juma + -wa naya + -ru complement verb stem C + -ista 2→1.

Ex. 2: Juma + -ti(interr) naya + -ru complement verb stem C + -ista 2→1?
Jis, naya + -wa juma + -ru complement verb stem C + -sma 1→2.

Ex. 3: Jupa + -ti(interr) naya + -ru complement verb stem C + -itu 3→1?
Jis, jupa + -wa juma + -ru complement verb stem C + -tam 3→2.

Ex. 4: Jupa + -ti(interr) juma + -ru complement verb stem C + -tam 3→2?
Jis, jupa + -wa naya + -ru complement verb stem C + itu 3→1.

Ex. 5: Jupa + -ti(interr) jiwasa + -ru complement verb stem C + -istu 3→4?
Jis, jupa + -wa jiwasa + -ru complement verb stem C + -istu 3→4.

EXERCISE SET II - Temporal Interrogative - simple and future tenses.

1-2 Ex. 1: Kuna + -pacha + -sa(interr) naya + -xa juma + $\left\{\begin{matrix}\text{-taki}\\ \text{-ru}\end{matrix}\right\}$ complements verb stem +V(-rapi)+ $\left\{\begin{matrix}\text{V -:ma?}\\ \text{C -[illegible]?}\end{matrix}\right.$
2-1 Some time V + -wa juma + -xa naya + $\left\{\begin{matrix}\text{-taki}\\ \text{-ru}\end{matrix}\right\}$ complements verb stem + (V -rapi) + C $\left\{\begin{matrix}\text{-it[illegible].}\\ \text{-ista.}\end{matrix}\right.$

2-1 Ex. 2: Kuna + -pacha + -sa(interr) Juma + -xa naya $\left\{\begin{matrix}\text{+ -taki}\\ \text{+ -ru}\end{matrix}\right\}$ complements verb stem (+ -rapi) + V $\left\{\begin{matrix}\text{-ita:ta?}\\ \text{-ista?}\end{matrix}\right.$
1-2 Some time V + -wa naya + -xa juma + $\left\{\begin{matrix}\text{-taki}\\ \text{-ru}\end{matrix}\right\}$ complements verb stem (+ -rapi) + $\left\{\begin{matrix}\text{V -:ma.}\\ \text{C -ista.}\end{matrix}\right.$

1-3 Ex. 3: Kuna + -pacha + -sa(interr) maya + -xa jupa $\left\{\begin{matrix}\text{+ -ru}\\ \text{+ -taki}\end{matrix}\right\}$ complements verb stem (+-rapi)+ $\left\{\begin{matrix}\text{V -:?}\\ \text{C -ta?}\end{matrix}\right.$
2-3 Some time juma + -xa jupa + $\left\{\begin{matrix}\text{-ru}\\ \text{-taki}\end{matrix}\right\}$ complements verb stem (+ -rapi) + $\begin{matrix}\text{V -:ta.}\\ \text{C -ta.}\end{matrix}$
3-1 Ex. 4: Kuna + -pacha + -sa jupa + -xa naya + $\left\{\begin{matrix}\text{-taki}\\ \text{-ru}\end{matrix}\right\}$ complements verb stem (V + -rapi) + C $\left\{\begin{matrix}\text{-itani?}\\ \text{-itu?}\end{matrix}\right.$
3-2 Some time V + -wa jupa + -xa juma + $\left\{\begin{matrix}\text{-ru}\\ \text{-taki}\end{matrix}\right\}$ complements verb stem (V + -rapi) $\left\{\begin{matrix}\text{C + -tam.}\\ \text{V + -:tam.}\end{matrix}\right.$

2-3 Ex. 5: Kuna + -pacha + -sa(interr) juma + -xa jupa + $\left\{\begin{matrix}\text{-taki}\\ \text{-ru}\end{matrix}\right\}$ complements verb stem $\left\{\begin{matrix}\text{V + -:ta?}\\ \text{C + -ta?}\end{matrix}\right.$
1-3 Some time + -wa naya + -xa jupa + $\left\{\begin{matrix}\text{-ru}\\ \text{-taki}\end{matrix}\right\}$ complements verb stem $\left\{\begin{matrix}\text{V + -:.}\\ \text{C + -ta.}\end{matrix}\right.$

3-2 Ex. 6 Kuna + -pacha + -sa(interr) jupa + -xa juma + $\begin{Bmatrix}\text{-ru}\\ \text{-taki}\end{Bmatrix}$ complements verb stem (V+-rapi) $\begin{cases}\text{V + -[illegible]?}\\ \text{C + -[illegible]?}\end{cases}$

3-1 Some time + -wa jupa + -xa naya + $\begin{matrix}\text{-ru}\\ \text{-taki}\end{matrix}$ complements verb stem (V+-rapi) C + $\begin{cases}\text{-istani.}\\ \text{-istu.}\end{cases}$

3-3 Ex. 7: Kuna + -pach + -sa(interr) jupa + -xa jupa + $\begin{Bmatrix}\text{-ru}\\ \text{-taki}\end{Bmatrix}$ complements verb stem (V +-rapi) $\begin{cases}\text{V + -ni.}\\ \text{C + -i.}\end{cases}$

3-3 Some time + -wa jupa + -xa jupa + $\begin{matrix}\text{-ru}\\ \text{-taki}\end{matrix}$ complements verb stem (V +-rapi) $\begin{cases}\text{V + -ni.}\\ \text{C + -i.}\end{cases}$

4-3 Ex. 8 Kuna + -pacha + -sa(interr) jivasa + -xa jupa + $\begin{Bmatrix}\text{-ru}\\ \text{-taki}\end{Bmatrix}$ complements verb stem (V+-rapi) $\begin{cases}\text{V + -nani?}\\ \text{C + -tan?}\end{cases}$

4-3 Some time + -wa jivasa + -xa jupa + $\begin{Bmatrix}\text{-ru}\\ \text{-taki}\end{Bmatrix}$ complements verb stem (V+-rapi) $\begin{cases}\text{V + -nani.}\\ \text{C + -tan.}\end{cases}$

Ex. 9 Kuna + -pacha + -sa(interr) jupa + -xa jivasa + $\begin{Bmatrix}\text{-ru}\\ \text{-taki}\end{Bmatrix}$ complements verb stem (V+-rapi) C + $\begin{cases}\text{-ist.n}\\ \text{-istu?}\end{cases}$

Some time + -wa jupa + -xa jivasa + $\begin{Bmatrix}\text{-ru}\\ \text{-taki}\end{Bmatrix}$ complements verb stem (V+-rapi) C + $\begin{cases}\text{-istani.}\\ \text{-istu.}\end{cases}$

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EXERCISE SET III - Temporal Interrogatives

Ex. 1: Kuna ura + -sa (interr) actor + -xa (a + -mpi) complement + $\begin{Bmatrix}\text{-ru}\\ \text{-taki}\end{Bmatrix}$ complement + ¢ verb stem + person?

Some time + -wa actor + -xa (a + -mpi) complement + $\begin{Bmatrix}\text{-ru}\\ \text{-taki}\end{Bmatrix}$!0 compl. omitted! verb stem + person.

Ex. 2: Kuna ratu + -sa(interr) actor + -xa complements verb stem + person?

Some time + -wa actor + -xa complements verb stem + person.

Ex. 3: Kuna.wrasa.sa actor + -xa complements verb stem + person?

Some time + -wa actor + -xa complements verb stem + person.

Drilled in Unit IV:

Specifically: (GRAMMAR, VII 2.12; 2.2; 3.11.1-2)

-sma	(1→2S)
-ista	(2→1S)
-itu	(3→1S)
-tam	(3→2S)
-istu	(3→4S)

With kunapachas:

-:ma	(1→2F)
-sma	(1→2F)
-:ta:ta	(2→1F)
-ista	(2→1S)
-:	(1→3F)
-ta	(1→3S)
-:ta	(2→3F)
-ta	(2→3S)
-itani	(3→1F)
-:tu	(3→1F)
-:tam	(3→2F)
-ni	(3→3F)
-i	(3→3S)
-Ȟani	(4→3F)
-tan	(4→3S)
-istani	(3→4F)
-istu	(3→4S)

Kuna uras
Kuna ratus } (GRAMMAR, VIII 1.3)
Kunawrasas

Sentence types: (GRAMMAR, XII 1)

-sa -xa ? / -wa -xa . (time marked)

days

years

time of day

hour of day

-ti -0 ? / -wa -0 . (for verb forms -
-ti on actor)

REVIEW/CONVERSATION GUIDE

Nayat jumar awtut(a) apsma? (Jisa/janiw)

Jumat nayar awtut(a) apistu?

Jupat(i) nayar awtut(a) apitu?

Jupat(i) jumar(u) awtut(a) aptam?

Jupat(i) jiwasar(u) awtut(a) apistu?

Kunapachas(a) nayax(a) jumatak(i) wawam sutiyarapïma?

Kunapachas(a) jumas nayatak(i) wawax(a) sutiyarapitäta?

Kunapachas(a) nayax jupaw(a) sutiyaxa?

Kunapachas(a) jupax nayatak(i) wawax(a) sutiyarapitani?

Kunapachas(a) jumax jupan(a) wawapar(u) sutiyäta?

Kunapachas(a) jupax(a) jumatak(i) wawam(a) sutiya rapïtam?

Kunapachas(a) jupax(a) jupatak(i) wawap(a) sutiyarapini?

Kunapachas(a) jiwasax(a) jupatak(i) wawap(a) sutiyarapiñani?

Kunapachas(a) jupax(a) jiwasan(a) wawasar(u) sutiyarapistani?

Kuna uras(a) nayax(a) jumar(u) suyäma?

Kunawtasas jumax akar(u) jutäta?

Extensive and intensive use should be made of the supplementary exercises in Chapter VII.

Re-worked dialogue I: The -chi in kawk"ankchïy is the suppositional -chi as described in GRAMMAR, VII 3.12.3.

UNIT V - ILLNESS AFTER A TRIP

CULTURAL NOTES

Warixana (Huarijana) is a village behind Illimani, the snowcapped mountain which dominates the landscape of La Paz, where a great many grapes are grown. It is infamous for affecting people as described in the dialogue.

The k"arik"ari, or variations thereof, are found throughout the Andes and into the Amazon jungle, wherever the Spaniards went. It is apparently based on early atrocities and treatment in the mines. Some of the atrocities still have currency in the jungle areas. Only foreign male conquerors can be k"arik"ari and only against the native populations. Victims are usually male.

In Peru, the k"arik"ari is known in Spanish as the Pishtaco; in Cuzco Quechua he is called the ñak'ɑx. Each group has its own particular term. In Aymara he is also known as the k"ariri, k"arisiri, or lik'ichiri.

In general, the belief is that the fat of the Indians is taken, in the mountain areas, either by priests or for priests, who then sell it to drugstores for medicines or use it to make holy water. In the jungle areas it is believed to be used for greasing airplanes. At times of Pishtaco scares in Peru, all white men come under suspicion (not white women, since the Pishtaco is always male) and a white man will go into such an area at his peril. Such outbreaks are usually related to a specific instance of maltreatment, frequently by soldiers but not necessarily. This does not tend to occur today as much among the Aymara, where the belief is more magical, rather than literal, and where people are often diagnosed as being the victim of a k"arik"ari.

The fat of the sheep is placed on the abdomen of the ill person while still at body temperature, thus exchanging the fat of the sheep for the fat of the ill person.

The principles of capitalism are well known; one does not announce the need for the black sheep because such obvious urgency would raise the price.

Telling a victim of a k"arik"ari diagnosis may cause a more severe immediate, perhaps fatal, attack. Other remedies are available in some places, for a price.

The fear of k"arik"ari makes persons extremely reluctant to accept hospitality from priests or to offer it. The fear extends to traveling with a priest which is considered extremely bad luck at best.

TAPED GRAMMATICAL COMMENTS

Exercise Set I

Exercise 3 - Personal bodily states cannot be directly imputed to another person; any such is given as a report of what that person said. The proper question to ask is What does/did he/she say? The answer given is, for example, My head aches, she/he said/says.

Ex 4 - If asked a question concerning someone else, unless you can quote him, you will ordinarily disclaim knowledge.

Ex Set II - (quotative) Quotes are direct in Aymara with saña, which has some irregular forms. Reporting of another's opinion or bodily condition, etc., is always done with the quotative structure.

Extra Ex - You have been answering with a maximum of redundancy-- to give your practice. In ordinary circumstances, where minimum redundancy will do, the answer consists only of jis and the proper form of saña with -wa rather than -sa.

Ex Set III - (positional) Specific position in Aymara is important. It is quite common for the position of anything to be indicated with a positional suffix, a locational suffix, and a directional suffix. It is relatively rare for a position to be indicated with a directional only. It is even more rare for a positional or locational to occur without a directional. You will remember that there are only three directionals: -na, -ta, and -ru. In this exercise set -na occurs most of the time. You will be introduced here to a few of the more common positional and locationals, including most of those that have occurred in the dialogues.

Ex 2 - (areal locational suffix -tuqi-) Positional suffixes in Aymara are frequently accompanied by locationals. In this exercise we will drill the areal locational, which is -tuqi-. This suffix can be combined with almost any positional to indicate a general location or direction rather than the specific point, or it may occur directly on a named place. Locationals, as positionals, generally occur with one of the directionals--in this exercise with -na.

Ex 3 - (topical locational suffix -xa) This suffix has several uses and may occur with positionals, as do all locationals. In this exercise the use we will drill is that of a topic discussed, in conjunction with the directional -ta.

Ex Set IV - (remote) In Aymara distance in time may be indicated. This is most frequent for the 3-to-3 person only. That is why you will only drill 3-to-3 in this exercise set. There are two 3-to-3 forms, long vowel -:na and -tayna. -:na occurs when the knowledge is not firsthand and therefore must be inferred, or based on a report. We will drill other forms relating to this distinction later.

Both of these forms may be used as surprisals, as drilled in exercise 2 and as occured in the dialogue. The same data source distinction is maintained.

Ex 1-a second part - Note that the item with the suffix -sa, information interrogative is the item to be replaced. If the item carries the suffixes -na 'in' or -ta 'from' or if it is a zero marked complement, it will occur with no independent suffix in the answer. Otherwise it will occur with -wa.

Ex 1-b - (remote with -tayna) This suffix varies greatly dialectically--even from one village to the next. Besides the form written here, -tana, -ta:na and -ta:ña are common. Miss Vasquez uses -ta:na, and will do so here. Mr. Yapita uses -ta:ña, and will do so here. -tayna is roughly equivalent to the remote drilled in 1-a, although, in general, information sources are likely to be less reliable.

Ex 2 - Another use of the remote is as a surprisal. The form with the suffix -tayna is most common, although -:na will occur occasionally. We will drill -tayna only here.

Ex Set IV - (nominalizers)

Ex 1 -(resultant nominalizer) A verb stem plus this nominalizer results in a form indicating one who has gone through the process indicated by the stem and is now in the resultant condition. The exercise consists of a statement followed by a comment about something happening, followed by the nominal defining the result. Note that the structure is identical to that learned with identification.

Ex 2 - (customary nominalizer) A verb stem plus this nominalizer results in a form indicating one who usually or frequently does such, often as an occupation or as part of his character. This exercise consists of a question asking about what a person, indicated by this form, does. The answer tells you.

Ex Set V - (aggregate suffix -raki-) -raki- usually means something like 'also' 'too' 'in addition' 'but'. Its contexts must be carefully observed. We will drill them one at a time. This exercise is the simple aggregation - 'too' or, in the negative 'either'.

Ex 2-b - the suffix -raki- can be as readily added to jani as to the verb, with no difference except perhaps one of style. Some dialects tend to prefer one or the other, but either is readily acceptable.

DIALOGUE NOTES

Refer to Dialogue page 1, Unit V of Volume I - k"itinuka consists of k"iti 'who' + -na 'in/possesive' + uka 'that/subordinator'. However, the structure -na + uka permits nothing between and means, specifically, someone's abode, best translated by French 'chez'. The materials are somewhat inconsistent as to whether it is written ...nuka or ...n uka.

Refer to Dialogue page 2: For Aymara pro-verbs see GRAMMAR V 1.11.4.

Refer to Dialogue page 5: For sentence suffix -chim, of limited distribution, see GRAMMAR XI 2.1.11.

Refer to Dialogue page 6: The -chi in jilächixaya laments the fact that he is the only brother.

Refer to Dialogue page 8: The -chi in usuntchispaxa cancels out the desiderativeness of the -spa inflection and makes the whole thing an undesirable possibility.

Refer to Dialogue page 10: uk"ax is a subordinator, see GRAMMAR XII 4.33.

EXERCISE NOTES

GRAMMATICAL COMMENTS

In this dialogue a number of forms with -ta, verb to noun derivational, are introduced. They ordinarily require a verbal translation in English or Spanish, but they are in effect, nouns, and all may take -naka directly. The students should understand this. It will be drilled. For this reason, each form is introduced separately. For example, usuta, 'sick', gives usutanaka, the 'sick people'.

The form sasma which occurs in the last line of page 2 of the breakdowns is not saña + n-sma, this last the 1-to-2 person simple tense, which would give *ssma and thus becomes sissma. This suffix is homophonous with the one occuring in the dialogue, except that this latter always requires a preceding vowel. It is the 2-to-3 desiderative, v-sma and will be drilled later.

The quotative forms introduced in this unit are extremely frequent and should be drilled extensively. The verb saña is the only verb in the language with a CV- root, which gives rise to some apparent irregularities: when following the original rules would give a consonant cluster initially, si- or ji- is added as a sort of phonological prefix. The forms of the simple and future are here for convenience; for more information consult the grammar.

Nayax juparuw	sista / jista	sä
Jumax juparuw	sista / jista	säta
Jupax juparuw	si	sani
Jiwasax juparuw	sistan / jistan	sañani
Nayax jumaruw	sissma / jissma	säma
Jumax nayaruw	sista	sitäta
Jupax nayaruw	situ	sitani
Jupax jumaruw	sistam / jistam	sätam
Jupax jiwasaruw	sistu	sistani

Pattern sentences from dialogue for exercise sets;

Set I - sentences 4, 5, 6, 7, 11, 12
Set II - sentences 5, 6, 11, 12, 18, 20, 21, 23
Set III - sentences 1, 4, 8, 9, 10, 17
Set IV - sentences 4, 13, 18, 20, 21, 22
Set V - sentences 1, 3, 5, 9, 11, 18, 23

EXERCISE ANALYSIS

I - bodily conditions

condition + -ti + verb stem + -tam(3-2) ?

Jis, condition + -wa (+ cause) + verb stem + -itu(3-1) .

new vocabulary:

Body:	
p'iqi	head
kurpu	body
kayu	foot
jinchu	ear
mallq'a	throat
puraka	belly
ampara	arm
nayra	eye

Conditions:	
t"aya	cold
iki	sleep
sarnaqata	from walking
lupi	sunshine, sunlight
rumarisu	stuffed up
ch"iq"acha	ear disease
umata	from liquid
manq'ata	from food

Effects:	
usuña	to ache
t"ayjaña	to enter cold, to be cold
puriña	to arrive
qarjaña	to be tired, to tire
lupjaña	to be hot
k'at"atiyaña	to make shiver or tremble
katuña	to grab
sartaña	to get, to arise
ch"ajantaña	to get hoarse
k'ichiña	to torcer, pinch, hurt in knots
t'ukuña	to be exhausted or stiff (of muscles)
q"ap"iña	to be red and burning, dry
p"arjaña	to be in drought
awtjaña	to be hungry (awti - period when there is nothing to harvest)

I 2 - kuna + -sa(infointerr) + kamachaña + -tam(3-2) ?
+ usuña

kamachaña - [illegible] + -cha + -na
interr caus. inf.

effect + -itu(3-1) + -wa
or body part / condition + -wa + effect + -itu(3-1)

I 3 - actor + -xa + kam + -s(saña) + -i(3-3) + -sa(infointerr) ?
body condition sentence + s + -i(3-3) + -wa.

I 4 - 3 person + -ru + -xa + body/condition + -ti (+ cause) + effect + -i(3-3) ?
jani + -wa + yat + -k(neg) + -ta(1-3) + -ti(neg) ,
anch"ita + -wa + jisk + -t'a + -:(1-3) .

II - quotative

II 1 - Juma + -xa + 3 person + -ru + quoted sentence + s + -ista(2→3) + -ti(yes/no) ?

Jisa , naya + -xa + 3 person + -ru + quoted sentence + s + ista(1→3) + -wa .

II 2 - 3 person + -xa + 3 person + -ru + quoted sentence + s + -i(3→3) + -ti(yes/no) ?

Jisa , 3 person + -xa + 3 person + -ru + quoted sentence + s + -i(3→3) + -wa .

II 3 - 3 person + -xa + jiwasa + -ru + quoted sentence + s + -istu(3→4) + -ti(yes/no) ?

Jisa , 3 person + -xa + jiwasa + -ru + quoted sentence + s + -istu(3→4) + -wa .

II 4 - 3 person + -xa + juma + -ru + quoted sentence + s + -istam(3→2) + -ti(yes/no) ?

Jisa , 3 person + -xa naya + -ru + quoted sentence + s + -itu(3→1) + -wa .

II 4 - Jiwasa + -xa +3 person + -ru + quoted sentence + s + -istam(4→2) + -ti(yes/no) ?

Jisa, jiwasa + -xa + 3 person + -ru + quoted sentence + s + -istan(4→3) + -wa .

irregular froms of saña: 1→3 sista / 2→3 sista / 4→3 sistan / 1→2 sisma /
3→2 sistam root s- varies with j-

III - remote

III 1a- interrogative + -sa(infointerr) + actor(s)/goal(s) + verb stem V + -:na ?

answer with -wa where -sa was + verb stem V + -:na .

III 1b - as above + verb stem V + -tayna ?

as above + verb stem V + -tayna .

III 2 - any question

Jani + -wa + verb stem C + -k(neg) + -t(1-3) + -ti(neg) .

Λ + response + -tayna + -wa ǂ

New vocabulary:

q"ipä̈xana	behind
manq"ana	under
patxana	ontopof
amstana	above
aynacha	below

IV - nominalizers
IV 1 - resultant

(time past) 1, 5, 8: actor + $\left(\begin{smallmatrix}-xa\\-wa\end{smallmatrix}\right)$ +(complement) + verb stem + -tayna .

Jich"ax + actor + -xa verb stem + -ta(*N) + -wa .

2, 4, 7: actor + $\left(\begin{smallmatrix}-xa\\-wa\end{smallmatrix}\right)$ +(circumstance) + person/animate + -ru + verb stem + -tayna .

Jich"ax + -ru marked + -xa + verb stem + -ta(*N) + -wa .

3, 6, 9, 10: actor + -xa + complement C + -∅ + verb stem + -tayna .

Jich"ax + ∅ marked V + -xa + verb stem + -ta(*N) + -wa.

word order varies in the first statement, as does the distribution of -xa and -wa depending upon the occurence or non-occurence of optional items and item of most interest.

IV 2 - customary

(complement) + verb stem + -iri(*N) + -xa + kunC + -sa(info) + lurana + -i(3) ?

verb stem + -iri(*N) + -xa + complement(s) + verb stem + -i(3) .

new vocabulary: luraña - to do or make

V - aggregate
V 1 - affirmative

actor + -xa + complement(s) + verb stem + person + -ti(yes/no) ?

Jis, verb stem + person + -wa. different actor + -sti(fol) ?

Second actor + -xa verb stem + -raki + person + -wa.

-wa may be omitted if complement carried through (one case) or if future = imperative

V 2 - negative in verb
as above
Jani + -wa verb stem C + -k(a) + person + -ti(neg) . as above
Second actor + -xa jani + -wa verb stem C + -ka -raki person -ti(neg).

V 3 - negative with jani

as above
Second actor + -xa   jani +-raki + -wa   verb stem C + -k(a) + person +-ti(neg).

Morphemes and words:

parts of the body

body conditions

verbs of effects

pronouns (GRAMMAR, VIII 1.21)

possessives (GRAMMAR, VIII 3.13)

-ru complement (GRAMMAR, VIII 3.21.1)

-rapi 'for, on behalf of' (GRAMMAR, VI 2.36.1)

quotations (GRAMMAR, VII 2.2; XII 4.2)

-tayna
remote (GRAMMAR, VII 3.12.1; 3.11.3)
-:na

-tayna surprisal

-ta resultant (GRAMMAR, VIII 2.12.3)

-iri customary (GRAMMAR, VIII 2.12.1)

-raki aggregate (GRAMMAR, X 2.3)

verb inflections: (GRAMMAR, VII 3.11.1; 3.11.2; 3.13)

-tam	(3 → 2S)
-itu	(3 → 1S)
-:	(1 → 3F)
-i	(3 → 3S)
-ita	(2 → 1I)
-m	(2 → 3I)
-istu	(3 → 4S)
-tan	(4 → 3S)
-:ta	(2 → 3F)
-ni	(3 → 3F)

verb inflections (continued):

-ñani	(4 3F)
-:ma	(1 2F)
-itäta	(2 1F)

kunasa	'what'	(GRAMMAR, VIII 1.3)
kawksa	'where'	
k"itisa	'who'	

Sentence types: (GRAMMAR, XII 1)

1. -ti ?/ jisa, -wa / / Conditions of personal bodily welfare
2. -sa ?/ -wa / / questions with kunas + kamachtam or ustam
3. -xa -sa?/ -wa / / quotation + saña
4. -xa -ti?/ -wa -k-ti, -wa / / question about someone's body condition
5. -xa -ti?/ jisa, -xa -wa / / yes-no question
6. -sa -xa -xa?/ -xa -xa / / -xa on two nouns - for emphasis? No -wa in answer because -sa in question is on ∅ complement.
7. -sa -xa?/ -xa -wa / /
8. -sa -xa?/ -wa -xa / /
9. -xa -sa?/ janiwa -k-ti/ -wa/ /
   -xa -ti? /

Remote/Surprisal with positionals

10. -xa -xa / -xa -xa -wa./
11. -wa -xa / -xa -xa -wa.

Resultant. Time/date may have -xa or -wa. Second sentence always begins with jich"ax.

12. -xa -sa? / -xa ∅ / / Questions with junsa.

11. -xa -ti? / jisa, -wa. /-ti? / -xa -wa. / /
12. -xa -ti?/ janiwa-k-ti./ -ti?/ -xa janiwa -k-ti. / /

-raki aggregate

Suffixes:

-tuqi (GRAMMAR, VIII 3.11)
-qata (GRAMMAR, VIII 3.0)
-sa (GRAMMAR, VIII 3.11)
-xa.ta (GRAMMAR, VIII 3.11; 3.21.2)

alaya

aynacha

amsta

irama

jak'a

Positionals: (GRAMMAR, VIII 1.12.1)

taypi

q"ipa

anqa

pata

manq"a

nayra (not a positional)

REVIEW/CONVERSATION GUIDE

Kunas kamachtam?

Kunas ustam?

Jupax kamsisa? xxxxxxxx siwa.

Jumas Jupar xxxxxxxxxx sistati? Jis, nayax jupar xxxxxxxxx sistwa.

Jupax jupar xxxxxxxxxx siti? Jis, jupax jupar xxxxxxxxx siwa.

Jupax jiwasar xxxxxxxxxxx sistuti? Jis, jupax jiwasar xxxxxxxxxx situwa.

Jupax jumar xxxxxxxxxxx sistamti? Jis, jupax nayar xxxxxxxxxx situwa.

Jiwasax jupar xxxxxxxxxx sistanti? Jis, jiwasax jupar xxxxxxxxxxx sistanwa.

Kuns
Kawks
Kunampis
K"itis ************:na? ______________wa **************:na.
K"itimpis
K"itirus
Kunas

***********tayna? ____________-___wa **************tayna.

Pregunta de donde (si/no)? Janiw unjkti. A - (place)taynaw.
yatkti.

Jupax umatawa, etc.

*********irix, kuns luri? ************irix, &&&&&&&&&&&& ____________i.

xxxxxxxxxxxx-xa *************raki*****

karaki***ti.

janirakiw

P'iqit(i) ustam?

Kunas(a) kamachtam?

Jupax(a) kamisa?

Juparux(a) p'iqit(i) usu?

Jumax(a) jupar ch'uq(i) churit(a) sistati?

Jupax(a) jupar ch'uq(i) churit(a) siti?

Jupax(a) jiwasur(u) ch'uq(i) churit(a) sistuti?

Jupax(a) jumar(u) ch'uq(i) churit(a) sistamti?

Jiwasax(a) jupar(u) ch'uq(i) churit(a) sistanti?

Kuns mamamax masurux p"ayäna?

Kuns mamamax masurux p"ayatayna?

Isixas kawk"ankisa?

Ch"armantix siskux(a) sirwis(a) umatayna?

Aljirix(a) kuns luri? ----- Aljirix taqikun(a) alji.

Jumax(a) kullakamat(a) kis(u) alätati?

Aljirix(a) tunt(a) aljir(i) saraniti?

Jumax nayar(u) qulla(i) mayt'itätati?

Nayax jumar suytamati?

Jupax jumar partamti?

Jumax kullakamat(a) kis(u) alätati?

Re-worked dialogue II: The -s- in yatkarakstantixa is an allomorph of -chi.

UNIT VI - HERDING

CULTURAL NOTES

Children are expected to be able to herd animals from about six years of age while the older members of the family are involved in agriculture and other tasks. The children usually meet during their herding tasks where games are played and fast friendships formed.

Few people stay in the houses during the day; most villages are virutally deserted from early dawn until nightfall when the people return from their various labors.

Karluta prepares a mirinta (with meat) for Jakuwu, rather than the more modest quqa which children generally carry to the fields, and thus is cajoling him into herding both sheep and pigs. The children do not like to take the pigs because they are very slow and tend to wander off.

TAPED GRAMMATICAL COMMENTS

Exercise Set I - (question review) In this exercise set you will review yes-no questions with the suffix -ti and information questions with the suffix -sa.... In the answer -wa occurs on the item that carried the interrogative suffix in the question.

Ex Set II - (more -raki-) The suffix -raki- has wide use in Aymara. We have seen it as an aggregational. In this exercise we will see a few more uses.

Ex 1 - (-raki- question) -a rhetorical type question used for scolding or complaining, ordinarily used where the first person is expected to know the situation and therefore to have anticipated the need expressed by the question. Neither -ti nor -sa occur in this type.

Ex 2 - (cautionary) In this exercise A asks a question that is really rhetorical--that is, he knows what he is to do. This is the -xa question. B answers him in the obvious fashion, and then adds a cautionary remark--yes, do it, but be careful of something or other. If that which is to be avoided is a noun stem, only -raki is added. If that which is to be avoided is a verb stem, -raki is added to the stem and the person, second to third advisory tense -sma is added.

Ex 4 -(-raki question as a general complaint of circumstances) A makes a statement then follows with a complaint of its consequences or difficulties.

Ex Set III - (dubitatives, third person only) You will exercise two dubitatives--one, -pacha, indicating deduction from data, and one, -chi, indicating guessing. These will occur with all persons and tenses, but in this exercise set we will drill only third to third, simple or future.

Ex 1 - (-pacha-) -used when one is guessing from evidence, but cannot or does not know as certainty. Regularly used to indicate someone else's bodily state if that person cannot speak for himself, for example, an infant. -pacha may also occur with nouns. In the third person simple, the suffix overrides the regular third person suffix -i. When answering a -ti question with -pacha, jis is regularly omitted.

Ex 2 - (-chi dubitative) -when one is guessing, without any real evidence--approximately 'maybe'.

Ex Set IV - (contrary-to-fact present--generally desiderative) Only some persons are presented in this exercise. The form refers to that which is not, but when there is some feeling towards the possibility of its existence. May be used as a suggestion, or the expression of a desire. Realization is not implied, either positive or negative.

DIALOGUE NOTES

If it is desired, for recitation purposes, either to give more students an opportunity or to use more time for exercises, a natural break occurs after the 13th utterance. The second part would begin with Jakuwu saying ⟨ansuyasinitay⟩. All students must at some time, however, recite the entire dialogue, as drama, at least once in order to fulfill the minimal requirements of the course.

Refer to Dialogue page 3, Unit VI of Volume I - The -chi in mirintaschïtaya conveys the sister's sympathy with the boy, that he'll be eating along: 'sorry 'bout that'.

Refer to Dialogue page 4 - The desiderative may be on the part of any of those involved. Thus: 'if the people should want to hit me, the dogs would want to bite them'.

EXERCISE NOTES

The base sentences for the Question Review (Set I) are:

Siskux Marsilan wawapar t'ant' churarapitu nayatakiwa.

Nayax jumatak iwis qullur anakirapimawa.

Mamaxax jumatak manq' p"ayarapitamwa.

Juwantix mamapatak p"iry sararapiwa.

Jiwasax Karlutar tunt aljtanwa.

The point of the exercise is to sharpen and focus the students' knowledge of the sentence suffixes and their function.

The independent suffix -raki has many uses; consult the grammar for some of them.

The distinctions in personal knowledge drilled in this unit are part of the basic linguistic postulates of the Aymara language. They should be well drilled.

Pattern sentences:

Exercise I: All -sa and -ti questions

Exercise II: -raki 3, 5, 7, 9, 15, 17, 21, 23

Exercise III: chi 5, 7

Exercise IV: des 4, 9, 10, 13, 17

Morphemes and words:

-ru complement (GRAMMAR, VIII 3.21.1)

-taki complement (GRAMMAR, VIII 3.21.3)

Ø complement (GRAMMAR, VIII 3.23)

-ti question (yes/no) suffix
-sa question (info) suffix
-wa sentence suffix
-xa sentence suffix
(GRAMMAR, XII 1)

-raki complainer, scolder (GRAMMAR, X)

Morphemes and words (continued):

-raki cautionary (GRAMMAR, X)

actions and things to be careful of, to avoid (GRAMMAR, X 2.3)

-raki for putting down someone else (GRAMMAR, X 2.3)

-pacha dubitative (deduction from data) (GRAMMAR, VII 3.12.2)

-chi dubitative (guess) (GRAMMAR, VII 3.12.3)

verb inflections: (GRAMMAR, VII 3.13.2)

Specifically:	-rista	(1 → 3D)	(D= Desiderative)
	-ma	(2 → 3I)	
	-sma	(2 → 3D)	
	-sna	(4 → 3D)	
	-spa	(3 → 3D)	
	-itaspa	(3 → 1D)	

Not specifically:	(GRAMMAR, VII 3.11.1; 3.11.2; 3.13.1)	
	-itu	(3 → 1F)
	-:ma	(1 → 2F)
	-:	(1 → 3F)
	-:tam	(3 → 2F)
	-i	(3 → 3S)
	-tan	(4 → 3S)
	-ni	(3 → 3F)
	-m	(2 → 3I)
	-ta	(2 → 3S)
	-:ta	(2 → 3F)
	-ita	(2 → 1I)
	-ita:ta	(2 → 1F)

-tayna remote (GRAMMAR, VII 3.12.1)

-ya politive, with 2 3D and 3 3D (GRAMMAR, XI 2.1.6)

k"itisa
(GRAMMAR, VIII 1.3)
kunsa

(other question words)

Sentence types:

I. Question review - yes/no questions

actor-ti $\left\{\begin{matrix}\text{-ru compl}\\ \text{-taki compl}\end{matrix}\right\}$ thing verb?/ Jis, actor-wa.

object-ti actor-xa $\left\{\begin{matrix}\text{-ru compl}\\ \text{-taki compl}\end{matrix}\right\}$ verb?/ Jis, object-wa.

-ru compl-ti " -taki compl thing-xa verb?/ Jis, ru-compl-wa.

-taki compl-ti " -ru compl thing verb?/ Jis, taki-compl-wa.

actor-xa $\left\{\begin{matrix}\text{-ru compl}\\ \text{-taki compl}\end{matrix}\right\}$ thing verb-ti?/ Jis, verb-wa.

ø-compl-wa actor-xa $\left\{\begin{matrix}\text{-ru compl}\\ \text{-taki compl}\end{matrix}\right\}$ verb?/ Jis, ø-compl-wa.

Information questions:

$\left.\begin{matrix}\text{-sa (-xa) ?/ -wa.}\\ \text{(-xa) -sa?/ -wa.}\end{matrix}\right\}$ Questions with k"itis, kuns, kawk"arus, etc.

II.1.a.

janiw X verb-(1→3S)-ti. / k"itirak verb-(3→3S)-ti?

II.1.b. -raki scolding

X verb-(1→3F)./ $\left\{\begin{matrix}\text{thing}\\ \text{person}\end{matrix}\right\}$-sti k"itirak verb-(3→3F)?

II.2

1-xa X-ti ver-(1→3F)? / Jis, X verb-(2→3I), $\genfrac{}{}{0pt}{}{\text{X}}{\text{Y}}$ -raki. / / -raki cautionary

II.3

-xa -wa
verb. / X-sti kunaraki -- -xa (-wa). / / -raki put-down
-wa

II.4

$$\begin{matrix}\text{-xa (-wa)}\\ \\ \text{-wa}\end{matrix}\quad \text{verb./ Jich"asti question word-raki verb.// -raki general complaint}$$

III.1.a. -pacha dubitative, yes/no question

$$\text{Actor-xa}\left\{\begin{matrix}\left\{\begin{matrix}\text{person}\\ \text{thing}\end{matrix}\right\}\left\{\begin{matrix}\text{-}\emptyset\text{-sa}\\ \text{-}\emptyset\text{-ti}\\ \text{-ti}\end{matrix}\right\}\ \text{verb?}\\ \left\{\begin{matrix}\text{person}\\ \text{thing}\end{matrix}\right\}\ \text{verb-ti?}\end{matrix}\right\}\left\{\begin{matrix}\left\{\begin{matrix}\text{person}\\ \text{thing}\end{matrix}\right\}\left\{\begin{matrix}\emptyset\\ \emptyset\\ \text{-wa}\end{matrix}\right\}\ \text{verb-pacha.}\\ \left\{\begin{matrix}\text{person}\\ \text{thing}\end{matrix}\right\}\ \text{verb-pacha-wa.}\end{matrix}\right\}\text{/janiw yatki.}$$

III.1.b. -pacha dubitative, yes/no question

$$\left\{\begin{matrix}\text{thing}\\ \text{person}\end{matrix}\right\}\ \begin{matrix}\text{-ru compl}\\ \text{-taki compl}\end{matrix}\quad \text{thing verb-ti?/ Jisa, verb-(2}\rightarrow\text{3I); X}\ \begin{matrix}\text{-ta}\\ \\ \text{-wa}\end{matrix}\ \text{verb-pacha.}$$

III.1.c. -chi dubitative, yes/no question

X-xa verb-ti? / Inas Y verb-chi, janiw yatki.

III.2.b. -chi dubitative, yes/no question

$$\left\{\begin{matrix}\left\{\begin{matrix}\text{Actor}\\ \text{Date}\end{matrix}\right\}\ \text{-xa}\ \left\{\begin{matrix}\text{thing/place}\\ \text{person}\end{matrix}\right\}\ \text{-ti verb?/}\\ \\ \text{Date-xa}\qquad\qquad\qquad \text{verb-ti?/}\end{matrix}\right\}\left\{\begin{matrix}\text{Janiwa verb-k-ti, inasa}\\ \text{3-}\left\{\begin{matrix}\text{-ru verb-chi.}\\ \text{-xa verb-chini.}\end{matrix}\right\}\end{matrix}\right.$$

IV.1.a. Desiderative (1 → 3)

$$\left\{\begin{matrix}\text{Actor}\\ \text{Date}\end{matrix}\right\}\ \text{-xa verb-(3}\rightarrow\text{3S)-sa:,}\left\{\begin{matrix}\text{naya}\\ \text{uk"am}\end{matrix}\right\}\text{(X) verb-(1}\rightarrow\text{3D)./ verb-(2}\rightarrow\text{3I)}$$

IV.1.b. Desiderative (1 → 3) and (2 → 3)

$$\text{Actor-xa thing}\left\{\begin{matrix}\text{-ru compl}\\ \text{-taki compl}\end{matrix}\right\}\text{verb}\left\{\begin{matrix}\text{3}\rightarrow\text{3S}\\ \text{tayna}\end{matrix}\right\}\text{, uk"am verb-(1}\rightarrow\text{3D)./verb-(2}\rightarrow\text{3D)-:.}$$

IV.1.c. Desiderative (2-3 and 1-3 negative)

$$\left\{\begin{matrix}\text{Actor}\\ \text{Date}\end{matrix}\right\}\text{-xa}\quad\left\{\begin{matrix}\text{-ru compl}\\ \text{-taki compl}\end{matrix}\right\}\ \text{verb-}\left\{\begin{matrix}3\to 3\text{S}\\ \text{tayna}\end{matrix}\right\},\ \left\{\begin{matrix}\text{jum}\\ \text{uk"am}\end{matrix}\right\}\text{verb-}(2\to 3\text{D})./$$

Answer: Janiwa verb-k-(1-3D)-ti.

IV.2 Desiderative (4-3)

$$\begin{matrix}\left\langle\left\{\begin{matrix}\text{Actor}\\ \text{Date}\end{matrix}\right\}\text{-wa}\left\{\begin{matrix}\text{-ru compl}\\ \text{thing}\end{matrix}\right\}\right\rangle\\ \left\langle\text{Actor-xa}\left\{\begin{matrix}\text{date-wa}\\ \text{thing}\end{matrix}\right\}\right\rangle\end{matrix}\qquad\text{sisä./}\left\{\begin{matrix}\text{jiwasa}\\ \text{thing(-ru)}\\ \text{3-ru}\\ \text{verb-iri}\end{matrix}\right\}\text{verb-}(4\text{-}3\text{D})$$

IV.3 Desiderative(3→3)

$$\text{Actor-xa}\left\{\begin{matrix}\text{(place-na)}\\ \text{(thing-wa)}\end{matrix}\right\}\left(\text{verb}_1\ \text{-ña}\right)\text{verb}_2\ \text{-}(3\to 3\text{S}).\ /$$

Answer:

$$\text{verb}_1\ \text{-}(3\to 3\text{D}),\left\{\begin{matrix}\text{(place-na)}\\ \left\{\begin{matrix}\text{person}\\ \text{thing}\end{matrix}\right\}\ \text{-xa}\end{matrix}\right\},\ \text{verb}_2\ \text{-}\left\{\begin{matrix}\text{-chiya}\\ \text{-rakisa.}\end{matrix}\right\}$$

IV.4

$$\text{Actor-xa (person-wa) (thing)}\left(\left\{\begin{matrix}\text{-ru compl}\\ \text{-taki compl}\\ \text{-ta compl}\end{matrix}\right\}\right)\text{verb-tayna.}$$

Answer: uk"am verb-(3→1D). verb-(2→1) sasmä.

Forms:

simple	future	imperative	desiderative
1 → 3 ∩-ta∩	∨-:	∨-: ∨	∩-irista∩
4 → 3 ∩-tan∩	∨-ñani	∨-ñani ∨	∩-sna∨
3 → 1 ∩-itu∨	∩-itani	∩-itpa∨	∩-istaspa∨
3 → 4 ∩-istu∨	∩-istani	∩-istpa∨	
3 → 2 ∩-tam∩	∨-itam	∩-itpa∨ / ∨-:tam∩	
2 → 3 ∩-ta∨	∨-:ta	∨-m∩	∨-sma∨
3 → 3 ∩-i∨	∨-ni	∩-pa∨	∨-spa∨
1 → 2 ∩-sma∨	∨-:ma	∨-:ma ∨	
2 → 1 ∩-ista∨	∩-itäta	∩-ita∨	

Inflectional Suffixes introduced Unit 1 through VI

Exercise Set II, ex. 2-a drills -chi as suppositional, made particularly clear with the use of inasa. For an exercise with -chi as lamentor, see supplementary exercises, Chapter VII.

REVIEW/CONVERSATION GUIDE

Mamaxat	jumatak(i) manq'(a)	p"ayarapītam?
K"itis	jumatak(i) ch'uq(i)	aparapītam?
	K"ititakis mamaxax tunq(u)	pist'arapini?
Julyut(i)	Juwantitak(i) p"irya	sararapi?
Julyux(a)	k"ititakis p"irya	sararapi?

Jiwasat(i) Karlutar(u) tunt(a) aljtan?

Jiwasax tuntt(i) Karlutar(u) aljtan?

Jiwasax Karlutarut(i) tunt(a) aljtan?

Aljtant(i) jiwasax Karlutar(u) tuntxa?

Nayax(a) utt(i) uñjaxa?

Karlutax(a) ka·ks(a) sari?

Usut(a) utar(u) irpäti?

K"itirus(a) tataxat(a) jiskt'äxa?

Manq'att(i) awtjtam?

Iwist(i) awatīta?

Jich"ayp'ux(a) jumat(i) parläta?

Ch'uqt(i) llamaytanīta?

Aynacht(i) saräta?

Jumax(a) mamamatakit p"ayäta?

P"iqit(i) ustam?

Jumax mamaxat(i) qullq(i) mayt'asīta?

Nayat(i) Marujar(u) lapis(a) churäxa?

Nayax(a) k"itirus(a) lapis(a) churäxa?

Jumat jupar(u) papil(a) churäta?

K"itis jupar(u) papil(a) churani?

Susanat(i) Ruwirtur(u) liwr(u) churani?

Jumat(i) nayar(u) qullq(i) mayitäta?

Nayat(i) jumar(u) qullq(i) mayt'äma?

Nayat(i) jupar(u) qullq(i) mayt'äxa?

UNIT VII - PLOWING

CULTURAL NOTES

Plowing is done with an ox team if at all possible. In very steep places it must be done with a hand plow. It is particularly important in land which has lain fallow. It is ordinarily plowed several times depending upon how hard the ground is. Plowing is timed to coincide with the rains to help soften the clods. Usually at least two do the plowing, although it can be done alone. The fertilizer is placed around the field in anticipation of the planting when the plowing is complete. Sometimes, depending upon weather conditions, a great deal of work must be done very rapidly so that the usual network of compadres and relatives cannot supply the extra hands.

Ox teams are loaned from family to family or are rented in exchange for furrows.

TAPED GRAMMATICAL COMMENTS

Exercise Set I - (limitative) The non-final suffix -ki--means approximately 'just', 'only', 'that's all'. It is used very frequently, as you are aware.

Ex Set II - (indefinite/absolute suffix -sa) One of the suffixes -sa, when added to an interrogative root in a sentence that is not a question, turns that interrogative into an indefinite. (ANY thing, place, person, etc.) or, with the negative, into an absolute (NO body, thing, time, place, etc.). There are many homophonous suffixes of the shape -sa--this is only one of them. It should not be confused with the -sa information suffix. The indefinite/absolutes are NOT subordinators.

Ex Set III - (positionals with placing verbs) For handling objects, Aymara has different lexical items depending on the shape of the object. The answers in this exercise all translate "placed"--note however which shapes of things go with which verb.

Ex Set IV - (some more imperatives) You have learned a number of imperatives in previous units. You will learn the rest of them in this exercise set. All persons for which you do not learn forms here or have not learned forms earlier, are homophonous with the future. -wa does not occur in the answers because it is imperative.

Ex Set V - (personal causative suffix -ya- and final politive suffix -ya.) The politive suffix -ya is always the last suffix to occur in a word if it occurs. It often occurs as simply -y. In the breakdowns and dialogues it has frequently been translated as "please". It is frequent in command sentences as a softener. In this exercise set it occurs with the person to be imposed on--juparuy or jupampiy. Without the politive they would be jupar or jupamp. It requires a vowel preceding it.

Ex 1 - The person to be caused to do what the first speaker does not want to do carries the suffix -ru. The verb form in the statement is a desiderative.

Ex 2 - If one wishes to show respect for the person being imposed upon, or if the person is one towards whom one is obliged to show respect, like a compadre, or if the verb already has a -ru complement, then -mpi is used with the person, rather than -ru.

Ex Set VI - (ownership noun suffix) changes the word for an article into a word for its owner, for example-- tinta 'store', tintani 'storeowner'. The pairs of this exercise set state that somebody bought something, therefore, he is now an owner of that thing.

Ex Set VII - (conjectural) In Aymara the difference between personal knowledge and knowledge from other sources must always be indicated, as you know. One of the options for non-personal knowledge is the conjectural suffix -chi, which is an inflectional suffix occurring before the other inflectional suffixes of time/person. The conjectural is close to a guess, Ex Set VII (cont.)

that is, a statement based on very little evidence or on not very trustworthy sources. In this exercise, the question is an alternate-type question--Or will Carmel be going to town? The conjectural does not occur in questions. The form is drilled in the third person only--the conjectural ordinarily occurs with the third person, since it is presumed that one has personal knowledge of oneself, and can ask of a second person.

DIALOGUE NOTES

junt'u uma is 'hot water' generally and literally, however, it specifically means 'breakfast' which always includes a hot beverage, a brew of some kind.

wanu - 'fertilizer'. It is obvious that, in order to grow any crop, one must fertilize the soil. For this dung from livestock is used. This is what is carried to the plot the day any tuber is planted. Sometimes, the day before the tubers are planted, the people go to put the fertilizer in little piles all along, each pile not too far from the next. This is what we call jak'xar jak'xaru, which literally is cerca a cerca.

If it is desired to use the dialogue in parts, it may be broken after the 10th utterance and/or after the 14th utterance. For acting out the dialogue it is recommended that usual aids be used: a cup (junt'u uma), pictures of mirinta, ququ, mantiyu, rija, lasu, most of which are either in Chapter VIII or accompanying the Unit in the Student Volume.

EXERCISE NOTES

COMMENTS

Many of the exercises in this unit do not have a translation frame at the top - it is no longer possible; we are now into Aymara structure such that no single English/Spanish frame will work. The students by now should be able to understand directly.

Exercise Set VI (-ni 'owner') - This normally translates with a verb in English. It is not a verb, in any sense; the construction is purely nominal. This should be made entirely clear.

Pattern sentences:

Exercise I: Sentences 6, 7, 15, 16

Exercise II:

Exercise III: Sentences 10, 12, 13, 18, 19

Exercise IV: Sentences 1, 6, 7, 8, 10, 15, 21, 22

Exercise V: Sentences 2, 4, 5, 10

Exercise VI: Sentence 20

Exercise VII: Sentences 1, 3, 4, 21, 23

Morphemes and words:

-ki non-final suffix 'just (GRAMMAR, X 2.2)

-sa indefinite (GRAMMAR, XI 2.1.7)

kawks (GRAMMAR, VIII 1.3)

kawkirus (GRAMMAR, VIII 1.3)

kuns (GRAMMAR, VIII 1.3)

-k-ti negative on verb (GRAMMAR, VI 2.39.2; XI 2.1.42)

k"its, k"itis (GRAMMAR, VIII 1.3)

k"itirus (GRAMMAR, VIII 1.3)

placing verbs (6)

kawk"ankisa (GRAMMAR, VIII 1.3)

-ru complement (GRAMMAR, VIII 3.21.1)

Morphemes and words (continued):

-taki complement (GRAMMAR, VIII 3.21.3)

-ta complement (GRAMMAR, VIII 3.21.2)

-ya causative (GRAMMAR, VI 2.31; 3.1)

-ya politive (including : on vowel finally) (GRAMMAR, XI 2.1.6)

-cha alternative question suffix (GRAMMAR, XI 2.1.8)

-chi conjectural 'maybe' (GRAMMAR, VII 3.12.3)

-iri customary suffix (GRAMMAR, IX)

-raki (GRAMMAR, X 2.3)

verb inflections:

Specifically:

-pan	(3 → 3I)
-istpa	(3 → 4I)
-itpa	(3 → 2I)

Not specifically: (GRAMMAR, VII)

-:	(1 → 3F)
-m	(2 → 3I)
-:ta	(2 → 3F)
-ta	(2 → 3S)
-táski	( )
-ni	(3 → 3F)
-istani	(3 → 4F)
-:tam	(3 → 2F)
-irista	(1 → 3D)
-i	(3 → 3S)
-ta	(1 → 3S)

Sentence types:

I.1. Limitative

Pasisa, nayakiw (-ru compl) (-ta compl) $\begin{Bmatrix}\text{thing}\\ \text{place}\end{Bmatrix}$ verb-(1 → 3F).

Iyaw, jumakisay verb-(2 → 3I).

II.1. Indefinite (-sa) 'where? nowhere.'

$\begin{Bmatrix}\text{kawks}\\ \text{kawkirus}\end{Bmatrix}$ verb-(2 → 3F)?/ janiw $\begin{Bmatrix}\text{kawksa.}\\ \text{kawkirusa.}\end{Bmatrix}$

II.2 Indefinite (-sa) 'what? nothing.'

kuns verb-(2 → 3S), $\begin{Bmatrix}\text{mama}\\ \text{tata}\end{Bmatrix}$?/ janiw kuns verb-kti.

II.3 Indefinite (-sa) 'whom? nobody.'

$\begin{Bmatrix}\text{k"its}\\ \text{k"itirus}\end{Bmatrix}$ verb-(2 → 3S)?/ janiw $\begin{Bmatrix}\text{k"itsa.}\\ \text{k"itirusa.}\end{Bmatrix}$

III.1. Positionals with placing verbs

thing-xa kawk"ankisa?/ ukaxay place $\begin{Bmatrix}\text{(-xa-)}\\ \text{(-ma-)}\\ \text{(-pa-)}\end{Bmatrix}$ -na verb-täski.

IV.1. Imperatives (3 → 3)

k"itis $\begin{Bmatrix}\text{-ru compl}\\ \text{-taki compl}\end{Bmatrix}$ $\begin{Bmatrix}\text{thing}\\ \text{place}\end{Bmatrix}$ verb-(3 → 3F)?/ person-wa(compl thing) verb-(3 →

IV.2. Imperative (3 → 4)

person-wa $\begin{Bmatrix}\text{jiwasatak}\\ \text{jiwasar}\end{Bmatrix}$ thing verb- $\begin{Bmatrix}\text{-rapi-}\\ \text{Ø}\end{Bmatrix}$ -(3 → 4F)./

Answer: janiw, person (compl thing) verb-(3 4I).

IV. 3. Imperative (3 → 2)

person-wa $\begin{Bmatrix}\text{jumar}\\ \text{jumatak}\end{Bmatrix}$ thing verb- $\begin{Bmatrix}\text{Ø}\\ \text{-rapi-}\end{Bmatrix}$ -(3 → 2F)./

Answer: janiw, person (compl thing) verb-(3 2I).

V. Causative and politive -ya

janiw nayax (-ru compl) (thing) verb-k-(1 → 3D)-ti./

uk"amax person-ru-ya verb-ya-(2 → 3I).

V.2. (-mpi)

janiw nayax (-ru compl) thing verb-k-(1 → 3D)-ti./

uk"amax person-mpi-ya verb-ya-(2 → 3I).

VI.1 Noun suffix -ni 'owner' (3 → 3)

person-xa X alaxi./ jich"ax (jupax) X-ni-wa.

VI.2 (1 → 3)

nayax X alasta. / jich"ax (nayax) X-ïtwa.

VI.3. (2 → 3)

jumax X alasta. / jich"ax (jumax) X-ïtawa.

VII.1 Conjectural with alternative question -cha and -raki + -iri on verb in answer.

person-xa $\left\{\begin{matrix}\text{place}\\ \text{thing}\end{matrix}\right\}$ verb-ni-cha?/ inas verb-chini; verb-rakirisä.

REVIEW/CONVERSATION GUIDE

Kuns alasta?

Kawks saräta?

Kawks sarta?

K"its t"aqta?

Students should ask each other, the replier then becoming the questioner.

The location of objects in the room should be asked and described. Also, objects should be handed around with instructions to place them someplace or other, then retrieve, thus reviewing imperatives simultaneously.

When the above is easily done, have the students pass the buck each time, thus incorporating the use of -ya- causative.

General questions of one's circumstances using -ni are ordinarily very successful and rapidly reinforce the suffix.

UNIT VIII - PLANTING

CULTURAL NOTES

After the field has been plowed and fertilized, it is ready for planting, usually in September or October. The time lapse will depend on climatic conditions. A distinction is made between planting tubers (yapuchaña) and planting seeds (p"awaña). A family ordinarily owns a number of very small fields, some only a few furrows in size or a couple of yards square. Crops are planted differentially in the fields depending upon their location.

The dialogue treats the planting of a potato field. Oxen are used to open furrows which is the man's job (although women can and do do it when necessity demands). The seed potatoes are then placed in open furrows which is the woman's job. Some third person then puts the fertilizer, which was previously carried to the plowed field, around the plants. The ox team then closes the furrow.

During planting time the family normally eats the noon meal in the fields. As can be seen in the dialogue, the cooperation of every member of the family is essential during planting season in order to see to all the tasks.

TAPED GRAMMATICAL COMMENTS

Exercise Set I (the subordinate -sa) - The -sa subordinate places in a single sentence two actions of one grammatical person when data source is certain. Ordinarily, the first in time of the two actions is in the -sa form. Exercise 1-b shows that use of the -sa. The -sa form of saña 'to say' is used very frequently in one particular structure. That structure is drilled in Exercise 1-a.

Ex 1-a (-sa subordinator in quotations) - The person form of saña is often preceded by sasa plus the sentence suffix. Both ordinarily follow the quote. The pattern of this exercise is: speaker and complement, what was said, sasati plus saña in the correct person. Answer: jis, reduced quotation, sasawa plus saña in the correct person.

Ex 1-a (-sa, experience subordinator, as uniting two sentences) - The stimulus part of this exercise gives you two sentences: the first a simple statement, the second something that will follow: 'and then X.' In all cases the person of the verb is the same in both sentences. To form the response as a single sentence, the first verb is made a -sa form, 'ukat' is omitted from the second, and the sentence suffixes are distributed to make one sentence only - in this case, putting the -wa on the first clause.

Ex 2-a (-sina, subordinate of non-sure data source) - The translations of constructions using this form vary greatly, but often may be 'if.' We will use that in this exercise. The contrast between the subordinate -sa and the subordinate -sina is the typical one that runs throughout Aymara - that of the personal experience data source, and that of some other data source. The subordinate -sina will be used in many cases when the translation 'if' simply would not be used.

Ex Set II, Ex 1 (derivational suffix -ni-, nearative) - The general meaning of this suffix is that of bringing action closer to here, or closer to that which we have in mind. Thus: apaña is 'to carry' but apaniña is 'to bring.' In this exercise someone is told that someone else will bring something. The second person agrees with the proposal.

Ex 2 (derivational suffix -waya-, distancer) - In general, this suffix is used to indicate an action that will be performed as the actor places distance between himself and the current point, but where the action is not the point of movement. In this exercise, the first speaker states that someone, upon going somewhere, will, by the way, do something else. The second speaker agrees to the proposal.

Ex 3 (derivational suffixes -ni- and -waya- in combination) - The general meaning of these suffixes used together is that of a circular action, that is, of going and doing something and coming back. For example, churaña is 'to give,' churaniwayaña is 'to go give and return.' In this exercise, the someone says, since so-and-so is going somewhere, let him do thus and and so and then come back. The second person agrees with the command.

Ex Set III - (Desideratives) We have drilled some of these in previous units. In general, the meaning of this set of forms is the expression of a desirable but not realized state. In the exercises of this set there is a question as to the possibility of something that is desired. The answers are given--one affirmative, in the future, and one negative, although whatever it is is still desirable.

Ex Set IV - (suffix -sa, lister) used for listing anything, even sentences. It is a sentence suffix, homophonous with the information interrogative and the indefinite. In this exercise you will use -sa to list things. The interrogative, kunanaks, alerts you to a list--the suffix -naka- ordinarily entails a number of things. After the list, ukanak summarizes the list, and takes the grammatical mark of no vowel for the zero complement.

Ex Set V - (alternate question sentence suffix -cha) When offering a choice to your respondent, the suffix -cha is used. It may be placed on each of the alternates, or, more usually, on one only. The first item, if you have a short item choice as in these exercises, is the full form of the root, the second, preceding the -cha suffix, bears the grammatical mark.

Ex Set VI - (the noun suffix -ni 'among') used when specifying the number of people in a group, for example, kimsani "among three people". In English we usually say only "three people"; in Aymara this suffix is obligatory whenever using a number to specify people.

DIALOGUE NOTES

The dialogue may be broken, if desired, after utterance 13, where the scene changes from the home to the field.

Refer to Dialogue page 7, Unit VIII of V I - achuña is one of the verbs in Aymara that has a non-human subject. It translates best as a passive, but there is no such structure in Aymara. Rather, there are various verbal cryptotypes depending upon whether the subject/-ru complement/zero complement are human or non-human, among other criteria.

EXERCISE NOTES

Morphemes and words:

-sa subordinator in quotations, yes/no questions

(GRAMMAR, XII 4.31.1.1)

-sa subordinator of personal experience

-ni-derivational 'nearator' (GRAMMAR, VI 2.33; 3.5)

-waya- derivational 'distancer' (GRAMMAR, VI 2.34; 3.4; 3.5)

-ni- + -waya- in combination, 'circular direction' (GRAMMAR, VI 2.33; 2.34; 3.5)

-xaru- derivational 'preparative' (GRAMMAR, VI 2.27.7)

-nta- derivational 'incomplete inceptive' (GRAMMAR, VI 2.27.4; 3.2)

-tata- derivational 'scatterer' (GRAMMAR, VII 2.27.6)

-sa lister (GRAMMAR, XI 2.1.7)

-cha alternative question (GRAMMAR, X 2.1.8)

-ni 'among' people (GRAMMAR, VIII 3.12)

verb inflections:

Specifically: (GRAMMAR, VII)

-sna (4 → 3D)

-sma (2 → 3D)

-spa (3 → 3D)

-irista (1 → 3D)

Not specifically:

(3 → 2S)
(3 → 1S)
(2 → 3S)
(1 → 3S)
(3 → 3S)
(4 → 3S)
(3 → 4S)
(1 → 2S)
(2 → 1S)

(2 → 1I)
(3 → 2I)
(2 → 3I)
(3 → 3I)
(2 → 3F)
(1 → 3F)
(3 → 3F)
(4 → 3F)
(1 → 2F)

(2 → 1F)
(3 → 1F)
(3 → 2F)
(3 → 4F)

kawk"arus
kawkirus (GRAMMAR, VIII 1.3)
kunas

kunanaks 'to or for whom'

qawq"anis 'among how many' (GRAMMAR, VIII 3.12)

-ru complement suffix (GRAMMAR, VIII 3.21.1)

-xa sentence suffix (GRAMMAR, XI)

-ti sentence suffix (GRAMMAR, XI)

--wa sentence suffix (GRAMMAR, XI)

-taki complement (GRAMMAR, VIII 3.21.3)

-rapi- 'on behalf of' (GRAMMAR, VI 2.36.1)

-ta complement (GRAMMAR, VIII 3.21.2)

-na complement (GRAMMAR, VIII 3.21.5)

-ya politive (GRAMMAR, XI 2.1.6)

pronouns 1, 2, 3, 4 (GRAMMAR, VIII 1.21)

time words, place words

Sentence types

I.1.a. -sa subordinator in quotations, yes/no questions

3-xa 2-ru		si-(3→2S)?
Jis,		si-(3→1S).
2-xa 3-ru		si-(2→3S)?
Jis,		si-(1→3S).
3-xa 1-ru		si-(3→1S)?
Jis,		si-(3→2S).
3-xa 3-ru		si-(3→3S)?
Jis,		si-(3→3S).
4-xa 3-ru		si-(4→3S)?
Jis,	X verb-rapi-(2→1F)-wa sasa-ti	si-(4→3S).
3-xa 4-ru		si-(3→4S)?
Jis,		si-(3→4S).
1-ru 2-taki		si-(1→2S)?
Jis,		si-(2→1S).
2-xa 1-taki		si-(2→1S)?
Jis,		si-(1→2S).
1-xa 3-taki		si-(1→3S)?
Jis,		si-(2→3S).

I.1.b. -sa subordinator of personal experience

first statement:

$$\begin{matrix}\text{thing}\\ \\ \text{place-ta}\\ \text{-sa}\end{matrix} \left\{\begin{matrix}\text{(person-ta)}\\ \\ \text{thing}\end{matrix}\right\} \quad \text{verb-}_{1} \left\{\begin{matrix}(1\to 3F)\\ (2\to 3F)\\ (3\to 3F)\\ (4\to 3F)\\ (2\to 3S)\\ (3\to 3S)\end{matrix}\right\} \quad \text{uka-ta} \left\{\begin{matrix}\text{thing}\\ \\ \text{person-wa}\end{matrix}\right\} \quad \text{verb-}_{2} \left\{\begin{matrix}(1\to 3F)\\ (2\to 3F)\\ (3\to 3F)\\ (4\to 3F)\\ (2\to 3S)\\ (3\to 3S)\end{matrix}\right\}$$

second statement:

$$\begin{matrix}\text{thing}\\ \\ \text{place-ta}\\ \text{-na}\end{matrix} \left\{\begin{matrix}\text{(person-ta)}\\ \\ \text{thing}\end{matrix}\right\} \quad \text{verb}_{1}\text{ -sa-wa} \qquad \left\{\begin{matrix}\text{thing}\\ \\ \text{person-wa}\end{matrix}\right\} \quad \text{verb-}_{2} \left\{\begin{matrix}(1\to 3F)\\ (2\to 3F)\\ (3\to 3F)\\ (4\to 3F)\\ (2\to 3S)\\ (3\to 3S)\end{matrix}\right\}$$

II.1 derivational -ni- 'approximator'

k"ayat akar 1-wa 2-taki X verb-ni-rapi-(1 → 2F)./ Iyaw verb-rapi-(2 → 1I)-ya.
" " person-wa 1-taki X verb-ni-rapi-(3 → 1F)./ Iyaw verb-rapi-(3 → 2S)-wa.
" " 4-wa person-taki X verb-ni-rapi-(4 → 3F)./ Iyaw verb-rapi-(4 → 3F)-wa.
" " person-wa 4-taki X verb-ni-rapi-(3 → 4F)./ Iyaw verb-rapi-(3 → 4F)-wa.
" " 2-wa person-taki X verb-ni-rapi-(2 → 3F)./ Iyaw verb-rapi-(1 → 3F)-wa.
" " person-wa 2-taki X verb-ni-rapi-(3 → 2I)./ Iyaw verb-rapi-(3 → 2I)-ya.
" " person-wa person-taki X verb-ni-rapi-(3 → 3F)./ Iyaw verb-rapi-(3 → 3F)-wa.
" " 2-wa 1-taki X verb-ni-rapi-(2 → 1F)./ Iyaw verb-rapi-(1 → 2F)-wa.
" " 1-wa person-taki X verb-ni-rapi-(1 → 3F)./ Iyaw verb-rapi-(2 → 3I)-ya.

II.2. derivational -waya 'distancer'

$$\text{place} \left\{\begin{matrix}\text{-ru}\\ \\ \text{-ta}\end{matrix}\right\} \quad \text{sarasaw} \quad \text{person-xa} \quad \text{person} \left\{\begin{matrix}\text{-ru}\\ \\ \text{-ta}\end{matrix}\right\} \quad \text{(thing)} \quad \text{verb-waya-infl./}$$

$$\text{Walikiw, verb-waya-infl} \left\{\begin{matrix}\text{-ya}\\ \\ \text{-wa}\end{matrix}\right\}.$$

II.3. derivationals -ni- and -waya- in combination 'circular direction'

(person-xa) place sarasktasa, thing verb-ni-waya-$\left\{\begin{matrix}(2 \rightarrow 3I)\\(3 \rightarrow 3I)\end{matrix}\right\}$.

Walikiw, verb-ni-waya-$\left\{\begin{matrix}(1 \rightarrow 3F)\\(3 \rightarrow 3F)\end{matrix}\right\}$ wa.

II.4. derivational -xaru- 'preparative'

mapit verb-xaru-$\left\{\begin{matrix}(4 \rightarrow 3F)\\(2 \rightarrow 3I)\\(1 \rightarrow 3F)\end{matrix}\right\}$ time-spa-wa./ Walikiw, uk"amax verb-xaru-$\left\{\begin{matrix}(4 \rightarrow 3F)\\(1 \rightarrow 3f)\\(2 \rightarrow 3I)\end{matrix}\right\}$ -ya

II.5. derivational -nta- 'incomplete inceptive'

akax thing verb-nta-wa, $\left\{\begin{matrix}\text{kawkirus}\\\text{kawk"arus}\\\text{kawkir uyurus}\\\text{kawkur utarus}\end{matrix}\right\}$ verb-nta-$\left\{\begin{matrix}\text{-warapima?} & (1 \rightarrow 2F)\\\text{-axa?} & (1 \rightarrow 3F)\end{matrix}\right\}$

place-ru verb-nta-rapita.

II-6. derivational -tata- 'scatterer' with -waya-

person-ti (time-xa) (place-na) (thing) (-ru compl) verb-tata-waya-$\begin{matrix}(2 \rightarrow 3S)\\(3 \rightarrow 3S)\\(1 \rightarrow 3S)\end{matrix}$?

jisa, person-wa./ janiw yatkíti.

III.1. Desiderative (4 → 3) -sna

jiwasax, time-(tuqi)-(ru)-xa $\left\{\begin{matrix}\text{place}\\\text{thing}\end{matrix}\right\}$ verb-xna-ti?

verb-(4→3F)-wa-ya./ janjaw verb-k-sna-ti.

III.2. Desiderative (2 → 3) -sma

jumax, time-(tuqi)-(-ru)-xa $\left\{\begin{matrix}\text{place}\\\text{thing}\end{matrix}\right\}$ verb-sma-ti?

verb-(1 3F)-wa./ janjaw.

III.3. Desiderative (3→3) -spa

jupax, time-(tuqi)-(-ru)-xa	place	verb-spa-ti?
	thing	

verb-(3→3F)-wa-ya./ janjaw verb-k-spa-ti.

IV.4. Desiderative (1→3) -irista

nayax, time-(-tuqi)-(-ru)-xa	place	verb-irista-ti?
	thing	

verb-(2→3F)-wa-ya./ janjaw verb-k-sma-ti.

IV. -sa lister

2-xa 3-taki			(2→3F)		1-xa,	
1-xa 3-taki			(1→3F)-xa		2-xa,	
3-xa 3-taki			(3→3F)		3-xa,	
4-xa 3-taki			(4→3F)		4-xa,	
1-xa 2-taki			(1→2F)		2-xa,	
2-xa 1-taki	kunanaks	verb-rapi-	(2→1F)	?/	1-xa,	X-sa,Y-sa,Z-sa,
3-xa 1-taki			(3→1F)		3-xa,	
3-xa 2-taki			(3→2F)		3-xa,	
3-xa 4-taki			(3→4F)		3-xa,	
person			(2→3S)		1-xa,	

		(1→3F).
		(2→3F).
		(3→3F).
		(4→3F).
		(2→1F).
ukanak	verb-rapi-	(1→2F).
		(3→2F).
		(3→1F).
		(3→4F).
		(1→3S).

V. -cha- Alternative question

1.

$$\text{kuns verb-nta, } \text{thing}_1 \quad \text{thing}_2 \text{ -cha?/} \left\{\begin{matrix}\text{thing}_1\\ \text{thing}_2\end{matrix}\right\} \text{ verb-nta.}$$

2.

$$\text{kuns munta, } \quad \text{thing}_1 \quad \text{thing}_2 \text{ -cha?/} \left\{\begin{matrix}\text{thing}_1\\ \text{thing}_2\end{matrix}\right\} \text{ munta.}$$

VI. Derivational -ni- 'among'

$$\text{qawq"anis} \quad \text{place}\left\{\begin{matrix}\text{-na}\\ \text{-ta}\\ \text{-ru}\end{matrix}\right\} \text{(thing)} \quad \text{verb-}(3\rightarrow 3\text{S})\text{?/ number-ni-wa verb-}(3\rightarrow ?\text{S}).$$

Pattern sentences from dialogue for exercise sets:

VIII

Set I - 5, 22

Set II -

Set III - 2, 16, 17

Set IV - 12, 13, 14, 20, 21

Set V - 12, (also II p 4 & IV 5)

Set VI - 17

-ni- 2, 3, 4, 5, 8, 9, 11, 12, 17, 19, 22
-waya- 8, 10, 15, 17, 19
-xaru- 6, 7, 10
-nta- 14, 16
-tata- 6

REVIEW/CONVERSATION GUIDE

Conversation can be directed around the students wishes, first for the rest of the day, then expanding, e.g.

jich"urux kuns lurasmaxa?

If there is any difficulty with the forms, the supplementary exercises should be used until they come with ease.

For practice with the -sa lister items in the room could be listed, or the contents of pockets and purses. The same items may be carried around as review of the carrying verbs.

For review of -ni 'among (people)' the students may ask each other concerning their own activities.

UNIT IX - POTATO HARVEST

CULTURAL NOTES

Harvesting takes place about six months after planting, usually April or May. Harvesting is often done in large groups, sometimes paying helpers with part of the crop, sometimes families helping each other, but also on some sort of a reciprocal basis.

This dialogue takes us through a complete day. Therefore, the pictures should be followed with the advancing of the dialogue.

The donkey is used for bringing the harvest back. The oxen are used for opening the furrows. The people follow, using the lijwana to dig up potatoes left in the furrows and gathering the crop onto cloths (mantiyu) or p"alawayu--a type of basket--and then placed into the sacks (kustala).

TAPED GRAMMATICAL COMMENTS

Exercise Set I - (some derivational suffixes on verbs) These suffixes, which you have had primarily as vocabulary items varying from the primary root, mostly modify or describe the movement involved, often in quite metaphorical ways. It is not always possible to predict the meaning of a new stem simply from knowing the root and the suffix. Any generalization about this class of forms is a dangerous one. In this unit, in this exercise set, we will drill, in one simple use only, the following derivational suffixes: the momentaneous -t'a-, the reflexive -si-, the benefactive -rapi, and the 'down' suffix -qa-.

Exercise 1 - (the momentaneous suffix -t'a-) usually refers to a little while or a single action.

Ex 2 - (the reflexive suffix -si- with the beneficiary suffix -rapi-) You have met both of these suffixes before in many contexts. This exercise drills them specifically for you are derivationals, and as contrasts. The question uses -si-, reflexive, 'I'll do it for myself'. The answer uses -rapi-, 'I'll do it for you'. The suffix -ni- that occurs in all of the verb forms also belongs to this class of suffixes and is in these forms because of the movement necessary to carry out the action.

Ex 4 - (the suffix -qa-) which usually means 'down'.

Ex Set II - (the desiderative) You will drill in this exercise set some of the forms of the desiderative. All three exercises have the same form. The question is, 'Could SOMEONE do SOMETHING for SOMEONE sometime?' You are given two answers--one in the simple future with the appropriate person. This is for your review and will not be drilled on the tape, although you may use it in class. The negative answer contains the desiderative--'it's doubtful the SO-AND-SO could do THUS for THAT PERSON'.

Ex Set III - (some non-final independents) In this exercise set we will drill -jama and -puni- in some of their uses. Remember-- non-final independents may occur with either nouns or verbs; they occur after other suffixes but before the person/tense suffixes of verbs and before the sentence independents.

Ex 2 - (-puni- or -pini-) The two forms are interchangeable. We have written -puni-, but you will not hear -puni- consistently, either on the tape or in Aymara anywhere. This suffix, called an emphatic, is difficult to render in translation. The traditional translation in Spanish is 'siempre', which means something like 'I haven't changed my mind', 'still'. It might also be 'really', 'indeed', 'just', 'yet', etc. Think of it as an emphatic pointer, don't try to link it up with an English word.

Ex Set V - (the obligatory) The obligatory drilled here is a nominalized form, which means that it has only four persons. The general construction is that of the possessive added to the infinitive suffix. The four person suffixes are those of the possessive. The obligation expressed is a rather gentle one or general one, contrasted with the kinds expressed with the imperative or desiderative.

Ex Set VI - (scolder) You will only be introduced to this form in this unit; there is only one exercise in the set. The form in general is quite similar to the desiderative plus -"ana. The form you will hear is second person. The stimulus is a criticism or scold for something the hearer should have done. He replies that indeed he did it.

DIALOGUE NOTES

If it is desired, the dialogue may be divided at any point where the conversation refers to a new drawing. If there are many in the class, switching reciters at each picture may help to make the sequence clearer and more meaningful. The dialogue picture sheet should be distributed before memorization begins so that each sequence is learned in relationship to its picture.

EXERCISE NOTES

Exercise Set I - derivationals on verbs

∩-t'a- 'momentaneous' (GRAMMAR, VI 2.28.1)

v-si- 'reflexive' (GRAMMAR, VI 2.32)

v-rapi- 'beneficiary' (GRAMMAR, VI 2.36.1)

v-qa- 'down' GRAMMAR, VI 2.25.2; 3.2)

Exercise Set II - desiderative (GRAMMAR, VII 3.13.2)

2 → 1 ∩-itasma$_{v}$

1 → 2 ∩-irisma$_{v}$

3 → 2 ∩-iristam$_{\cap}$

3 → 1 ∩-itaspa$_{v}$

3 → 4 ∩-istaspa$_{v}$

Exercise Set III - some non-final independence

-jama (GRAMMAR, VIII 3.23.3; X 2.4)

-puni (GRAMMAR, X 2.1)

Exercise Set IV - some noun suffixes

-pacha 'inclusive' (GRAMMAR, VII 3.16)

-kama 'reacher' (GRAMMAR, VIII 3.22.2)

-tuqi 'approximate locator' (GRAMMAR, VIII 3.11.5)

Exercise Set V - obligatory (GRAMMAR, VII 4.22)

4 persons: -ñaxa / -ñama / -ñapa / -ñasa

Exercise Set VI - scolder (GRAMMAR, VII 3.2.1)

2 → 3 v-samäna$_{\cap}$

Drilled incidentally:

Exercise Set I:

kamsaña (GRAMMAR, V)

saña (GRAMMAR, VII 2.2)

imperative (GRAMMAR, VII 3.13.1)

Exercise Set II:

temporals

janjaw (GRAMMAR, V)

Exercise Set III:

possessives (GRAMMAR, VIII 3.13)
$_{n}$-iri 'agentive' (GRAMMAR, IX)
$_{v}$-"- 'verbalizer' (GRAMMAR, IX)

Exercise Set IV:

saña (GRAMMAR, VII 2.2)
$_{v}$-ru$_{v}$ 'directional, towards' (GRAMMAR, VIII 3.21.1)
$_{v}$-na$_{n}$ 'directional, in' (GRAMMAR, VIII 3.21.5)
$_{v}$-ta$_{n}$ 'directional, from' (GRAMMAR, VIII 3.21.2)

Exercise Set V:

$_{v}$-ni$_{v}$ 'owner' (GRAMMAR, VIII 3.12)
$_{v}$-nuka 'chez' (GRAMMAR, VIII 1.32.1)

Pattern sentences:

Exercise I: -t'a- Sentences 10, 11
-si- Sentences 14, 13
-rapi- (previously introduced with -taki complement)
-qa- Sentence 23

Exercise II (des): Sentences 2, 15, 16, 17, 23

Exercise III (ma): Sentences 17, 13, 20

Exercise IV: Sentences 2, 21

Exercise V: Sentence 25

Exercise VI: Sentence 10

REVIEW/CONVERSATION GUIDE

Forms should be thoroughly mastered, using supplementary exercises as needed.

Conversation should be somewhat freer now, for this unit, centering around the obligations of the students. The remonstrator could be put to good use with each error, to reinforce the form.

UNIT X - POTATO SORTING

CULTURAL NOTES

After harvest the potatoes are stored in p"ina--conical piles of potatoes covered with straw. If they are not sorted before storing or if they become wormy later, the potatoes in the p"ina must be sorted. The sorting is usually done by the women. Help in sorting is usually on the basis of receiving some of that sorted. The helpers may be commadres, godchildren, relatives, etc.

The potatoes are separated into those for: ch'uñu, tunta, eating fresh, storing, and for seed. The wormy and tiniest ones are for ch'uñu; the wormy and small ones for tunta; the perfect small ones are for seed; the perfect medium are for eating fresh; the perfect large ones are stored.

The lunch is cooked in the morning for the children and for those who are sorting and is taken to be eaten at the place of work.

More of the ways of freeze-drying are discussed in Unit XI.

The husband was to have brought water for the women who were working to drink because there is no source of water in the fields and because he was coming later. It is also his duty to bring the donkeys, load them, and deposit the potatoes in the appropriate place.

When there are many wormy potatoes the task of sorting is more difficult because the potatoes must be carefully inspected; a wormy one could ruin a whole p"ina of good ones.

TAPED GRAMMATICAL COMMENTS

Exercise Set I - Verbal derivationals, a few more.

Exercise 1 - (verbal directional suffixes) The four to be drilled here are: -ta- 'up', -su- 'down', -qa- 'down', -nta- 'in'. All of these suffixes are used metaphorically as well as literally; only the literal use will be drilled in these exercises.

Ex 2 - (the divider suffix -ja-) This suffix, as all derivationals, has many meanings, or uses, metaphorical and literal. Here you will drill the literal use of dividing.

Ex 3 - completive suffix -xa-.

Ex 4 - (the plurals) Remember that the absense of a plural suffix does not therefore mean singular; in that sense they are optional. Also, as we will drill in these exercises, the derivational plural suffix may pluralize the subject, the complement, or both. That is, the suffixes pluralize the person marker. Since the person marker contains both actor and complement, the pluralization is non-specific.

Ex 4-a - plural completive suffix -pxa- and plural incompletive suffix -pka-

Ex 5 - (the serial suffix -ra-) This suffix, in one of its literal uses, indicates action done sequentially.

Ex 6 - (nondirectional suffix -naqa-) It generally means, when literal, 'round about'. It specifically rules out a specific direction.

Ex Set II - (scolder) The scolder verb forms are basically the desiderative forms, which you know, plus the remote suffix -:na. However, they combine in some unpredictable ways, so you will be drilled on all nine scolder verb forms. This tense invariably implies a reproach, mild or otherwise. You may recall a number of examples from the last dialogue.

Ex Set III - ("why" constructions) "Why" is not a basic question in Aymara. Because this often bothers learners of Aymara, this unit takes a semantic category of English and shows you various ways Aymara handles it. You should remember, however, that asking "why" isn't very polite in the first place, and that there is, in fact, no real equivalent for the English basic question"why".

Ex 1 - the use of the directional suffix -ta for 'because'.

Ex 2 - -ñataki, purposive subordinate, for 'because'.

Ex 3 - the use of the directional suffix -ru for 'because'.

Ex Set IV - (contingent obligation with -ñächi) This obligation is a gentle one. On your picture sheet it is pictured in the bubble. It is being thought about.

Ex Set V - (existence verbalization) Vowel length will turn a noun into a verb. We have had many examples of this kind of verbalization, so that this drill should simply focus what you already know. If a consonant would ordinarily occur before the suffix following the long vowel, the vowel may be shortened to a short one. If the person involved is 3-to-3 simple tense, no verbalization is needed--such a person is simply zero. Second part--negative answer. In the affirmative contrast the limitative -ki- occurs. Notice that verbalization occurs AFTER that suffix, but before the -ka- of the negative.

Ex Set VI - (the topic marker suffix -xata-) which goes on the topic under discussion. It most commonly, but not exclusively, occurs with parlaña.

Ex Set VII - (non-personal-knowledge remote in all persons) You have been introduced to this form in the 3-to-3 person; it's most common occurrence. There are forms for this tense, however, in all other persons.

DIALOGUE NOTES

If desired the dialogue may be divided after the 7th utterance when the scene changes and/or after the 17th utterance when the women eat.

EXERCISE NOTES

Exercise Set I - verbal derivationals

∩-ta- 'up' (GRAMMAR, VI 2.26; 3.2)
∩-su- 'out' (GRAMMAR, VI 2.33; 3.2; 3.3)
v-qa- 'down' (GRAMMAR, VI 2.25.2; 3.2)
v-nta- 'in' (GRAMMAR, VI 2.27.4; 3.2)
∩-ja- 'divider' (GRAMMAR, VI 2.22)
∩-xa- 'completive' (GRAMMAR, VI 2.37; 2.39.1; 3.3)
v-p-$_{\cap}$ plural' (GRAMMAR, VI 2.38)
∩-ka 'incompletive' (GRAMMAR, VI 2.39.2)
v-ra- 'serial' (GRAMMAR, VI 2.24.1)
∩-naqa- 'nondirectional' (GRAMMAR, VI 2.27.3)

Exercise Set II - scolder - all 9 forms (GRAMMAR, VII 3.21)

Exercise Set III - 'because'

v-ta$_{\cap}$ 'directional, from' (GRAMMAR, VIII 3.21.2)
v-taki 'for, beneficiary' (GRAMMAR, VIII 3.21.3)
v-ru$_{v}$ 'directional, towards' (GRAMMAR, VIII 3.21.11)

Exercise Set IV - contingent obligation - ñáchi (GRAMMAR, VII .22)

Exercise Set V - existence verbalization (GRAMMAR, IX)

Exercise Set VI - -xata 'topic marker' (GRAMMAR, VIII 3.11.6; 3.21.2)

Exercise Set VII - remote of indirect knowledge - all 9 persons (GRAMMAR, VII 3.12.1)

Drilled incidentally:

Exercise Set I:

v-ta$_{n}$ 'directional, from' ---t ---t '--- by ---' (GRAMMAR, VIII 3.21.2)

v-ru$_{v}$ 'directional, towards' 'into' (GRAMMAR, VIII 3.21)

v-naka 'plural' (GRAMMAR, VIII 3.14)

Exercise Set II:

saña (GRAMMAR, VII 2.2)

Exercise Set III:

n-iri 'purposive subordinate' (GRAMMAR, VII 4.12)

Exercise Set IV:

-xa sentence suffix as subordinator (GRAMMAR, XII 4.32)

Exercise Set V:

v-ni$_{v}$ 'owner' (GRAMMAR, VIII 3.12)

Exercise Set VI:

Unit titles and/or subject matter.

Exercise Set VII:

armaña / armt'aña 'to forget'

Pattern sentences:

Exercise I: -ta- Sentences 5, 22
-su- Sentence 8
-qa-
-nta- Sentence 9
-xa- Sentences 12, 16, 20
-pka- Sentences 4, 19, 14, 15, 27
-pxa- Sentences 1, 2, 6, 8, 12, 5, 17
-ra- Sentence 21
-ka- Sentences 9, 14, 15, 19, 27

Exercise II: Sentences 14, 15

Exercise III: Sentence 16

Exercise IV: Sentences 5, 6

Pattern sentences (continued)

Exercise V: Sentences 2, 3, 4, 6, 13, 16, 21, 23, 24, 25

Exercise VI:

Exercise VII: Sentences 8, 10

The 'plural' is finally drilled in this unit. See GRAMMAR VII fn. 1(p. 204) for a detailed explanation of the reasons. Pluralization pluralizes the inflectional suffix, i.e., the interation - which in translation may be either subject or object or both, except where the object is 3p since this person is marked with zero.

The remonstrator, though presented in all persons, is drilled more in the 2 → 3P because that is the most common.

Exercise Set III is given only because of the English-Spanish mind set. See GRAMMAR I, page 13, for a detailed explanation.

Exercise Set V simply presents formally what has been used since Unit I.

Exercise Set VII gives all of the forms of the far remote, but most of them are not often used, so that the exercise may be treated lightly.

REVIEW/CONVERSATION GUIDE

The review tape may be divided into two sections--the first comprising all but the story of the old woman and the second the story alone.

Some of the general conversation could be a retelling of the story by each student as well as the usual exercise review. In this unit emphasis should be placed on the derivational suffixes. Placing things, in, out, up, down, will also give review of the placing verbs simultaneously. Having a container for the review helps.

UNIT XI - MARK UÑJIRXATA

CULTURAL NOTES

Both this and the following dialogue were very difficult to write because of the difficulty encountered by the writers of imagining a foreigner (including Spanish speakers) able to speak Aymara well and genuinely interested as well in learning from the Aymara.

The topics chosen were those that apparently are of most interest to each other and are, we believe, self-explanatory.

Foods that are eaten cooked are not referred to by their raw names for purposes of a menu. A sample of the terminology is as follows:

ch'uqi:	boiled with skin	q"ati
	boiled without skin	muntata
	baked	waja
ch'uñu:	boiled	p"uti
	soup	chayru
tunta:	boiled	p"uti
	soup	chayru
aycha:	dried (jerky)	jaqt'a
	roasted	kanka
jawasa	boiled	jalu ~ muti
	toasted	jamp'i
tunqu	boiled	mut'i
	toasted	jamp'i

TAPED GRAMMATICAL COMMENTS

Exercise Set I - (indicating possession with utjaña) When utjaña is used for possession, the possessed is the subject and the possessor is the complement (a -ru complement if you make it explicit). There are four exercises in this set--one with each of the four principal persons as complement.

Ex Set II - (forms of the personal knowledge remote) In this set you will learn and drill the other eight persons corresponding to the -"na suffix of third to third.

Ex Set III - (complex verb phrases) In this exercise you will have verb phrases consisting of the main verb preceded by an infinitive preceded by a purposive subordinate.

Ex Set IV - (complex interrogatives) You will drill two types--one, the simple interrogative plus a bunch of suffixes and the -sa information suffix, and secondly, the simple interrogative followed by one or more other words with the -sa information suffix occurring at the end of the phrase.

Ex Set V - the particle yämas 'at least'.

Ex Set VI - (syntactic constructions for alternation and purpose) Use of uka as a syntactic resumator.

DIALOGUE NOTES

If desired the dialogue may be broken after the 9th utterance when the topic switches from ch'uñu to astronauts, and/or after the 14th when the topic switches to tunta, and/or after the 22nd utterance when the topic switches to machines.

Refer to Dialogue page 2, Unit XI of Volume I - In sarañan ch"ä, the suffix ch"a is actually a shortened, clitic form of jich"a 'now.' It may also occur preclitically. For the use of the sentence suffix -sax, see GRAMMAR XI 2.2.1.

Refer to Dialogue page 3: In the sentence: Kunjamas p"ayañ ch'uñuxa, a structure seen several times in this Dialogue, see Exercise Set IV, there is no zero complement because the -ña makes the structure a noun structure. The contrasting, verbal structure is seen on page 9.

EXERCISE NOTES

Exercise Set I: possession with utjaña - simple verb persons (GRAMMAR, VI 2.1)

∩-itu∨ 3→1

∩-i∨ 3→3

∩-tam∩ 3→2

∩-istu∨ 3→4

Exercise Set II: personal knowledge remote - all 9 persons (GRAMMAR, VII 3.12.1)

Exercise Set III: Complex verb phrases (GRAMMAR, XII 2.21)

ña / -iri

Exercise Set IV: complex interrogatives (GRAMMAR, VIII 1.3)

kunampis	two word
kunjämas	kuna (nounV)s
	qawq"a (nounV)s
	k"itin (relative) tasa
	kawkïr (nounV)s

Exercise Set V: yämas 'at least'

Exercise Set VI: syntactic alternation

jan ukax (GRAMMAR, VIII 1.22)

-cha (GRAMMAR, XI 2.1.8)

uka as resumator (GRAMMAR, XI 4.33)

Incidentally drilled:

Exercise Set I:

-ñataki (GRAMMAR, VII 4.12; VIII 21.12.2)

possessives (GRAMMAR, VIII 3.13)

Exercise Set II:

∩-xa- 'completive' (GRAMMAR, VI 2.37; 3.3)

-puni 'intensifier' (GRAMMAR, X 2.1)

ukax as syntactic linker (GRAMMAR, XII 4.33)

Exercise Set III:

desiderative (GRAMMAR, VII 3.13.2)

Exercise Set IV:

ukat as syntactic sequencer (GRAMMAR, VIII 1.22; 3.21.12)

Exercise Set VI:

ɑ-iri 'purposive subordinate' (GRAMMAR, VIII 2.12.1)

Pattern sentences:

Exercise I: -utjaña Sentences 1, 8, 9, 24

Exercise II: -remote Sentence 25

Exercise III: -VP Sentences 3, 10

Exercise IV: -intern Sentences 1, 5, 12, 17

Exercise V: -yämas Sentence 6

Exercise VI: -uka Sentences 12, 13

Exercise Set II gives us all of the forms of the near remote, however, one really needs to be well over 40 to use them, so that the exercise may be used primarily for information and gone over relatively lightly--for recognition rather than use.

Exercise Set IV: Some vocabulary may be new or not apparent with suffixes:

arsuyaña	'to force someone to speak, to repeat often, to 'spill the beans', to worm something out of someone'
ayruña	'to plant , to transplant'
pustuchaña	'to prepare'
ch'aqaña	'to drip , to be dripping'
katuña	'to grab , to catch (a ball) , to hold'
tuqu wallpa	'broody hen'
jipiyaña	'to set a setting hen, or duck, on eggs'
ansuyaña	'to raise chickens, to make the eggs hatch'

Exercise Set IV: In the materials you are working with, numbers 2, 6 and 8 must be colored as follows:

2. on the left - ch'iyar: a dark brown/black
on the right - quru: a yellowish tan

6. on the left - ch'iyar: black
on the right - ch'uxña: bright green, clear

8. on the left - kalka: black
on the right - janq'u: white

UNIT XII - LINKWISTIKXATA

This dialogue imagines someone who is finishing this Aymara course already in Bolivia. However, the empathy difficulties mentioned earlier have led to a beginning that is expected of those unfamiliar with the Aymara village--i.e., a greeting of winus tiyas, rather than the greeting with title. However, he is addressing a child, whom he does not know, in a store. The child asks with a slight defiance with puzzlement and wonder--hence the particular use of the sentence suffixes. Her offer of help to the stranger in finding what he wants is typically Aymara, providing the stranger is minimally open--as here, speaking Aymara. The importance of reciprocity is again shown in this dialogue, in an area closer to the foreigner's concern--it must extend even to the school room.

DIALOGUE NOTES

The dialogue may be broken, if desired, after the 13th utterance and/or the 23rd.

There is very little new as such in this dialogue, although the old material is put together in new ways.

The material in this unit is for the student to use in his contacts with the Aymara community. What is presented is what was judged useful by the students in the Experimental courses.

The conversation starts a little brusque, but warms up considerably. The sentence suffixes show the progression as each feels more comfortable with the other. The frequent use of plurals reflects the contact situation, and that each is projecting onto the other hes whole group.

EXERCISE NOTES

The exercises are paragraphs containing, approximately, definitions that the students might have to give. They should be learned such that the student can converse easily about the subject matter. The questions presented for the exercises are NOT for test purposes, but rather to guide in the reading. In order to avoid translation and grammatical analysis, the student should read the questions first and then look for the answer in the sentence. Since Aymara sentences generally have some question in mind, this procedure is not irrelevant to the Aymara world view. The restructuring in the questions should make understanding the paragraph easier.

The resumator uka is used a great deal, in some ways we have not seen before. It might be noted that, in most cases, the uka is carrying the sentence suffixes, and maybe others, relevant to the embedded sentence.

See GRAMMAR XII and GRAMMAR VIII, 1. 22. 4.

Although the sentences which occur in this unit, particularly in the exercises, are very complex on the surface, the basic structure is still that of the -xa/-wa sentence, first introduced and drilled in Unit I. Simple -xa/-wa sentences (or unitary -wa sentences) are embedded in more complex -xa/-wa sentences by changing the -wa to -xa or -sa or -tixa. The original -xa may or may not be changed; it is not part of the marking of the embedding. Typically then, the embedded sentence is restated, or resumed, with uka plus the appropriate suffixes for the sentence's role in the larger sentence. This process is, in theory, infinite; in the unit there are examples of serial embedding and of embedding within embedding The reader is referred to Chapter XII of the GRAMMAR; most of the examples there are intentionally taken from Unit XII.

As an example of the structure, the analysis of sentence 1 of Exercise Set II is as follows:

First underlying sentence:

Aka uraqinx sapa maynix ar parlapxtanwa.

'On this earth we each speak a language.'

sapa maynix ——→ sapa maynis (made indefinite)

parlapxtanwa ——→ parlapktanxa (made subordinate {-xa} and non-completive {-ka-})

ar which will be the specific focus for the resumator, ——→ arunaktix (-naka because now in an indefinite sentence and meant to be all-inclusive, and kuna ... -tixa for an indefinite to be resumated)

Thus: ... kuna arunaktix aka uraqinx sapa maynis parlapktanx...

Second underlying sentence:

Ukxat yatxatañawa.

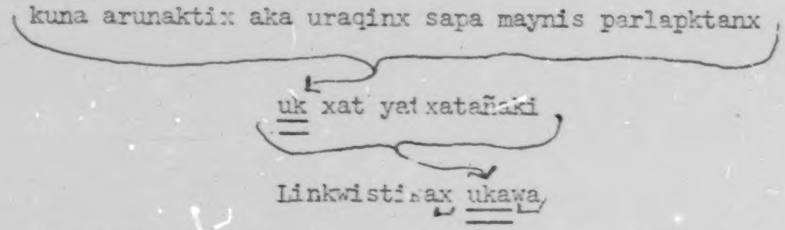
'About that it must be investigated.'

uka resumates the first sentence and carries the appropriate suffix {-xata} which now belongs to the whole of the first underlying sentence. Because of the placement of {-tixa} , languages are seen as the topic for investigation; the rest of the first sentence modifies that.

yatxatañawa ⟶ yatxatañäki (-wa is removed, never permitted more than once per principal clause) and the investigating is made non-completive by verbalizing {-:-} plus non-completive {-ka} plus 3→3 inflection.)

Main sentence:

Linkwistikax ukawa. A simple -xa/-wa sentence. Uka resumates the second underlying sentence.



kuna arunaktix aka uraqinx sapa maynis parlapktanx

uk xat yatxatañaki

Linkwistikax ukawa

The analysis of the other sentences shows equally simple underlying structures. Sometimes an uka may resumate two underlying sentences simultaneously, e.g. sentence 5, Exercise Set II, the uka of taqi ukanakxat resumates the k"itinakatix clause and the kunjams clause together, the latter with the -sa lister suffix rather than the -tixa.

CHAPTER FIVE

ANSWER SHEETS FOR EXAMINATIONS

Answer sheets, including picture cue sheets to be given students before listening to the exam tape.

EXAM I

Aymara exam - Units I, IIP, IIQ - Total time, 30 minutes

Outline of sections:

Tape 1 I. Introductory questions - 8

II. Dialogue - listen
listen questions
repeat dialogue - 17
listen dialogue
answer questions - 5

break

III. General questions - 3 (answer Yapita)

IV. Picture sheet questions - 10 (answer Yapita)

V. Number questions - 5 + 5 = 10 (answer Vasquez)

Tape 2 VI. Dialogue - listen
listen
repeat
listen
answer

break

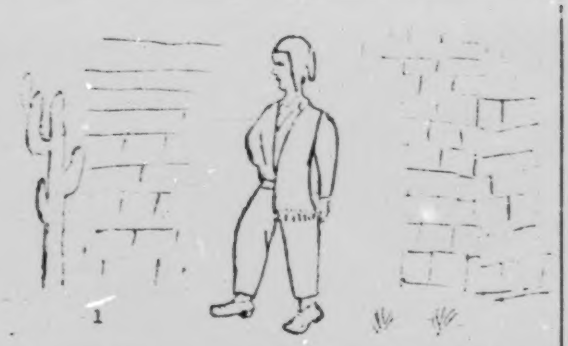
VII. Grammar review questions - 18 (answer Vasquez)

break

VIII. Pronunciation repetitions - 5

break

IX. Grammar review questions - 16 (answer Yapita)



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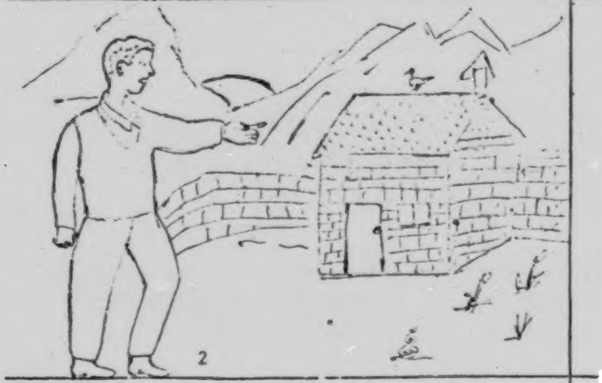

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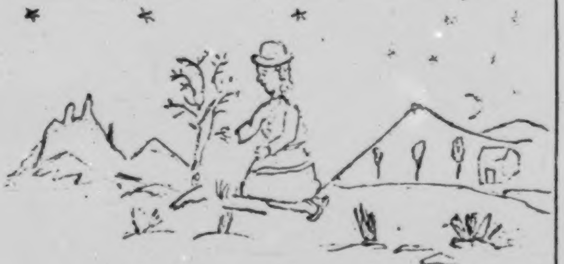

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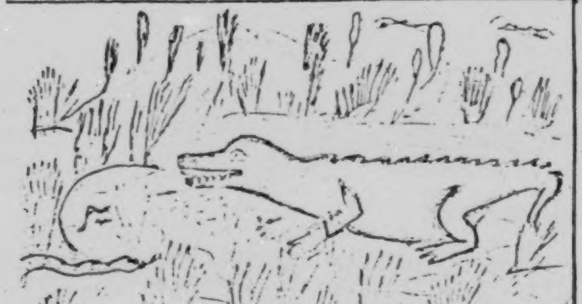

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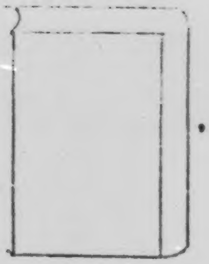

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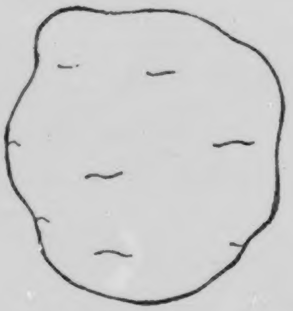

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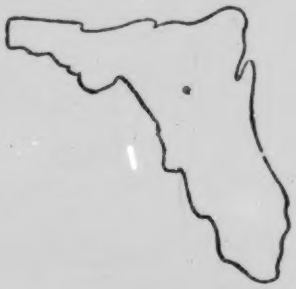

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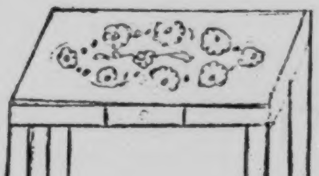

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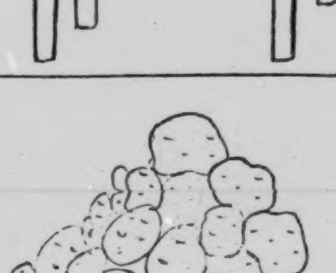


10

Aymara 1 - final exam (Units I, IIP, IIQ)

I. Questions to be answered with accurate data:

1. Jumax kawkinkirïtasa?
2. Nayax kawkinkirïtsa?
3. Jumax k"itītasa?
4. Nayax k"itïtsa?
5. Jumanx kunas sutimaxa?
6. Nayanx kunas sutixaxa?
7. Jumax kawk"ans utjta?
8. Nayax kawk"ans utjta?

II. First dialogue

Kanarankir mamamp Aymar parlir tatampiw parlapxi ma markana.

V. Nayax turist mamätwa. Sutixax Jakilinawa.

Y. Nayax aymar parlirïtwa. Sutixax tata Jamach'iwa.

V. Winus tiyas, tata.

Y. Winus tiyas, mama.

V. Tata, kurijiruran kunas sutipaxa?

Y. Kasimiru Tunquni satawa.

V. Jupax kawk"ans utji.

Y. K"ä ch'uxña ut uñjtati?

V. Jisa. Ukati?

Y. Ukawa. Janit jutirïkt, mama?

V. Janiw. Jich"akipuniw jutta.

Y. A. Kawkinkirïtas, mama?

V. Nayax kanarankirïtwa. Jumast, tata?

Y. Nayax akankirītwa mama.

V. Walikiw tata. Q"ipurkam.

Y. Q"ipurkam,mama.

Questions:

1 V. Nayax k"itirus jiskt'ta?

Jumax tata Jamach'iruw jiskt'ta.

2 Y. Kurijiruran kunas sutipaxa?

Kasimiru Tunquniwa.

3 Y. Kurijiruran, kawkirïris utapaxa?

K"a ch'uxña utawa.

4 V. Kawkinkirïts nayaxa?

Jumax kanarankirïtawa.

5 Y. Kawkinkirits nayaxa?

Jumax ukankirïtawa.

III. Questions:

1. K"ä wiyajirax kawkinkirisa?
2. K"ä wawanx kunas sutipaxa?
3. K"ä chachax k"itisa?

IV. Questions using picture sheet:

1. Kunas ukaxa?

   Ukax chachawa.

2. K"ayax p"inati?

   Janiw p"inäkiti.

3. Kunas akaxa?

   Akax warmiwa (kukawa, utawa).

4. Akax chachati?

   Janiw chachäkiti.

5. Kunas akaxa?

   Akax lapisawa.

6. Akax utati?

   Janiw utäkiti, liwruwa.

7. Kunas ukaxa?

Akax ch'uqiwa.

8. Akax ch'uqiti?

Janiw ch'uqikiti, mapawa.

9. Kunas akaxa?

Akax misawa,

10. Kunas ukaxa?

Ukax p"inawa,

V. Give the next higher number

1. tunka kimsani

tunka pusini

2. kimsa tunka

kimsa tunk mayani

3. waranq kimsa patakani

waranq kimsa patak mayani

4. kimsa waranq pa: patak kimsani

kimsa waranq pa: patak pusini

5. waranq lla:tunk patak paqallq tunk mayani

waranq lla:tunk patak paqallq tunk payani

Give the next lower number:

1. lla: tunka

kimsaqallqu

2. tunka pusini

tunka kimsani

3. suxta tunka p"isqani

suxta tunka pusini

4. p"isqa patak mayani

p"isqa pataka

5. waranq pusi patak pusini

waranq pusi patak kimsani

VI. Dialogue

Jich"ax aljasirimpit alasirimpit parlt'añani.

V. Nayax alasirïtwa. Rusintita satätwa

Y. Nayax aljasiritwa. Piruti satätwa

V. Ch'uq qawq"s mayiskt tata?

Y. Aruwax tunka kimsaqallquniw mama.

V. Riwajamay tata.

Y. Tunka paqallqunir apasim mama. Pist'äma

V. Tunka suxtaniruy tata.

Y. Apasimay mam. Qawq"a aruws munta?

V. Pä aruw munirista.

Y. Akax kunarus churäma

V. K"ä sakillur churita.

Y. (calling) Tata, aka mamatak ch'uq aparapim.

V. A. Walikiw. K"ayax jutiw. Jich"ax qawq"asa?

Y. Kimsa tunk payaniwa.

V. Akäx, tata, jakt'asim.

Y. P"uq"ataw, mama.

Questions:

1. Y. Nayax qawq"s ch'uq mayta?

   Jumax tunka kimsaqallqun aruw mayta.

2. V. Nayax qawq"ampis aruw ch'uq alta?

   Tunka suxtanimpiwa.

3. Y. Nayax kunarus ch'uq churt mamarux?

   Sakilluruw churta.

4. Y. Mama Rusintitatak k"itis ch'uq aparapi?

   K"ä tataw aparapi.

5. V. Nayax qawq"a qullqs tata Pirutir churta?

   Kimsa tunk payan churta.

Answer the following questions

1. Nayax uniwirsirarankasktti?

   Jis, uniwirsirarankasktawa. / Janiw uniwirsirarankktati

2. Jumax p"lurirankasktati?

   Jis, p"lurirankastwa. / Janiw p"lurirankktti.

3. Jumat mama Waskisar jiskt'ta?

   Jis, nayawa. / Janiw nayax jiskt'ktti.

4. Chachapar jiskt'aniti?

   Jis, jiskt'aniwa. / Janiw jiskt'kaniti.

5. Wiyajirax utapankaskiti?

   Jis, utapankaskiwa. / Janiw utapankkti.

6. Kawk"ankis p"urp"isuran liwrupaxa?

   Ukankiwa.

7. Kawkiris nayan utaxaxa?

   Ukaw utamaxa.

8. Ch'iyar imill ch'uq mayirapïmati?

   Jis, mayirapitätawa. / Janiw mayirapkitätati.

9. Wiyajirat markar puri?

   Jis, wiyajirawa. /Janiw wiyajirax markar purkiti.

10. Jumat tata Yapitar ch'uq apta?

    Jis, nayawa. / Janiw nayax apktti.

11. Kurijirurat k"ä tatar kis churani?

    Jis, kurijirurawa. / Janiw kurijirurax churkaniti.

12. Akax juman p"inamati?

    Jis, nayankiwa. / Janiw nayankkiti.

13. Kawk"ankis marakitaxa?

    Ukankiwa.

14. Jiwasat markar puriñani?

    Jis, jiwasawa. / Janiw jiwasax purkañaniti.

15. Kawk"ans t'ant'ax utji?

K"a: iskinan utji.

16. K'awnx kawkirus aparapïma

Utar aparapita.

17. Kawkïris juman yapumaxa?

K"ayawa.

18. Kasirut alasirir riwajt'ani?

Jis, kasiruwa. / Janiw kasirux riwajt'kaniti.

Repeat, for pronunciation only.

1. tanta

t"ant"a

t'ant'a

2. kanka

k"ank"a

k'ank'a

3. laka

laqa

laq'a

4. utji

utjxi

5. laja

laxa

Questions:

1. Jumat alasirir riwajt'äta?

Jis, nayawa. / Janiw nayax riwajt'käti.

2. Kurijurarax tintankaskiti?

Jis, tintankaskiwa. / Janiw tintankkiti.

3. Kukx kawkirus aparapïma?

Utar aparapita.

4. Quyx kunarus churäma?

Aka sakillur churita.

5. Wiyajiraruw churarapitäta.

Jis, churarapīmaw. / Janiw, jum churam.

6. Ukax jupan yapupati?

Jis, jupankiwa. / Janiw jupankiti.

7. Ch'uqix ch'uxña utankiti?

Jis, ch'uxña utankiwa. / Janiw ch'uxña utankkiti.

8. Jiwasat kasirar t"aqañani?

Jis, jiwasewa. / Janiw jiwasax t"aqkañaniti.

9. Kurijurarat wiyajirar alujt'i?

Jis, jupaw alujt'i. / Janiw jupax alujt'kiti.

10. Kawkīris p"urp"isuran liwrupaxa?

Ukaw liwrupaxa.

11. Kurijirurar aparapitätati?

Jis, aparapīmawa. / Janiw, jum apam.

12. K"ayax nayan kisuxati?

Jis, jumankiwa. / Janiw jumankkiti.

13. Jumat kasirur uñjäta?

Jis, nayaw uñjä. / Janiw nayax uñjkäti.

14. Tatamax yapumankaskiti?

Jis, yapuxankaskiwa. / Janiw yapuxankkiti.

15. Juparuw alujäta.

Jis, alujäw. / Janiw, jum alujam.

16. Nayat jumar t"aqäma?

Jis, jumaw t"aqitäta. / Janiw jumax t"aqkitätati.

Q"ipurkam.

TIRMINATAW

AYMARA FINAL EXAM FOR UNITS I, II, III - 18 Minutes

GUIDE SHEET

I. 3 personal questions

II. First dialogue
    11 repetitions
    4 questions

III. 7 questions

IV. Second dialogue
    22 repetitions
    7 questions

V. 10 questions

VI. Third dialogue
    10 repetitions
    6 questions

VII. 10 questions

VIII. Paragraph
    6 repetitions
    4 questions

IX. 8 questions

AYMARA FINAL EXAM FOR UNITS I, II, III

ANSWER SHEET

Questions:

1. Kunas sutimaxa?

Nayan sutixax ____________wa. / Nayax ______________twa.

2. Kawkinkirītasa?

Nayax Wuliwyankirītwa. / Nayan markaxax Wuliwyawa.

3. Qawq"a wawamas utji?

Mä wawaxaw utji. / Wawaxax janiw utjkiti.

First dialogue.

Mä turista mamaw mä tatar jiskt'asi.

W. Winus tiyas, tata.

C. Winus tiyas, mama.

W. Tata, mayay jiskt'asīma.

C. Kunach mama?

W. Kawkīris tata Apazan utapaxa?

C. K"ä ch'uxña utawa.

W. A.. Ukati, tata?

C. Jis, ukaw, mama.

W. Walikiw tata, uk"amax sarawayä.

C. Ya, sarakimay, mama.

Questions on I:

Ia. Mä turist mamax k"itirus jiskt'asi?

Mä turist mamaxa, mä tataruw jiskt'asi.

Ib. Mä tatax k"itimpis parli?

Mä turist mamampiw parli.

Ic. Turist mamax kuns t"aqi?

Turist mamax tata Apazan utap t"aqi.

Id. K"itin utapasa ch"uxña utaxa?

Ch'uxña utax tata Apazan utapawa. / Tata Apazan utapaw ch'uxña utaxa.

Questions:

4. Akax nayan awayuxati?

Jis, juman awayumawa. / Janiw juman awayumäkiti.

5. Ch'usp apañ muntati?

Jis, muntwa. / Janiw munktti.

6. Aka mis aljämati?

Jis, aljita. / Janiw aljkitätati.

7. T'ant' munaniti?

Jis, munaniwa. / Janiw munkaniti.

8. Nayax up"isinankaskttti?

Jis, up"isinankasktawa. / Janiw up"isinanktati.

9. K'awnx kunarus churäma?

Aka kanastar churita.

10. Kawk"ankis yuqasax?

Yuqasax utasankiwa.

Dialogue:

Mä mamax ch'uq alji, ukat mä tatax ch'uq alasi.

C. Winus tiyas, mama.

W. Winus tiyas, kasiru.

C. Ch'uqimay aljita, mama.

W. Kawkīrsa tata, ch'iyar imilla quycha?

C. Ch'iyar imillsti, qawq"rak mayisktasti?

W. Pä tunka p"isqaniw aruwa.

C. Uk"arupunit churätast, mama?

W. Pä tunka kimsanirkam apasim, tata. Pist'äma?

C. Pä tunkarkamay, mama, churita.

W. Janiw pä tunkaruxa.

C. Uk"amax mä aruwa pist'arapita.

W. Ya. Akax, kunarus churäma?

C. Aka sakillur churita, mama. Akax qullqix.

. T'ant'amampiy, mama, churita.

W. Ay, t'ant'ax janiw utjkiti, kasiru tintaxan utji.

C. Uk"amax ukat alasiwayä.

W. Tata, aka kisumpiw apawarapita.

C. K"itirus churarapīma?

W. Kullakaxaruw churarapitäta.

C. Ya mama, uk"amax churarapīmawa, Sarawayä.

W. Sarakimay, tata.

Questions on Dialogue II:

IIa. Mä tatax kuns alasi?

Mä tatax ch'uq alasi.

IIb. Quyt ali chiyar imillch ali?

Ch'iyar imill ali.

IIc. Qawq"a aruws alasi?

Mä aruw alasi.

IId. Ch'iyar imill uka tatax kunarus api?

Sakilluruw api.

IIe. Uka tatax t'ant' uka maman tintapat alasiwayiti?

Jis, alasiwa. / Janiw alaskiti. / Janiw yatktti.

IIf. Uka tatax kuns tintar aparapi uka mamataki?

Kis aparapi.

IIg. K"itirus churarapi?

Kullakaparuw churarapi.

Questions:

11. Tint uñjiti?

Jis, uñjiwa. / Janiw uñjkiti.

12. K"ayax juman yapumati?

Jis, nayan yapuxawa. / Janiw nayan yapuxäkiti.

13. Jupax k"itisa?

Jupax tata Apasawa.

14. Ukax jupan kanastapati?

Jis, jupan kanastapawa. / Janiw jupan kanastapäkiti.

15. Jiwasax markar sartanti?

Jis, sartanwa. / Janiw sarktanti.

16. Siskux punkusankaskiti?

Jis, punkusankaskiwa. / Janiw punkusankkiti.

17. Kawk"ankis mantiyuxa?

Mantiyux utankiwa. / Mantiyux utankaskiwa.

18. P"usp"ur jupar churtati?

Jis, churtwa. / Janiw churktti.

19. K"itits qullq mayinta?

Tatamat mayinta.

20. K"itin utapats juttan?

Kullakapat juttan.

Third dialogue:

Chachawarmiw parlakipt'asipxi. Chachax Sisku Mamani satawa.

C. Sirwisamp alkulamp alantati?

W. Janiw alanktti, Julyuw alanini.

C. Kawkita?

W. Mama Kasimiran tintapata alanini.

C. Arusamp asukarampsti?

W. Arusamp asukarampx jumaw alanirapitäta Rusintitan tintapata.

C. Walikiw.

W. Misamp sillampxa k"itis Ruwirtun utapar aparapini?

C. Misamp sillampx Pirutiw utapar aparapini.

Questions on III

IIIa. K"itis sirwisamp alkulamp alanini?

Sirwisamp alkulamp **Jullyuw** alanini.

IIIb. Kawkits alanini?

Mama Kasimiran tintapat alanini.

IIIc. K"itins sirwisamp alkulampix utji?

Sirwisamp alkulampix mama Kasimiran utji.

IIId. Arusamp asukarampx k"itis Susanatak alanirapini?

Arusamp asukaramp Siskuw alanirapini.

IIIe. Kawkits alanirapini?

Rusintitan tintapat alanirapini.

IIIf. Misamp sillampx k"itis Ruwirtun utapar aparapini?

Misamp sillampx Pirutiw aparapini.

Questions:

21. Nayan utaxar jutam. + Jupan utapar jutam.

Utaxampir utapampir jutam

22. Chachawarmiw parlt'i. + Yuqap Uliwyamp jaqichani.

Chachawarmiw parlt'i yuqap Uliwyamp jaqichañataki.

23. Apillax p"inasankiti?

Jis, p"inasankiwa. / Janiw p"inasankkiti.

24. Jupat arus pist'arapi?

Jis, jupawa,

25. Kawk"ans sillax utji?

Utaman utji.

26. Kis jupar jakt'arapitätati?

Jis, jakt'arapīmawa. / Janiw jakt'arapkämati.

27. Ch'iyar liwrux utankiti?

Jis, utankiwa. / Janiw utankkiti.

28. Tunt jupar churätati?

Jis, churäwa. / Janiw churkäti.

29. Kimsaqallqump p"isqampix qawq"asa?

Kimsaqallqump p"isqampix tunka kimsaniwa.

30. Wawax akankaskiti?

Jis, akankaskiwa. / Janiw akankkiti.

31. Tunqx kawkirus aparapīma?

Aka kanastar aparapita.

The paragraph.

Ruwirtump Uliwyampiw jaqichasi. Parinupax Manuyl Q"ispiw. Jupax suma jaqiw. Laja markana utji. Jich"ax Uliwyax tintapan alji. Jupan tintapanxa taqikunaw utji - arusa, asukara, sirwisa, alkula, uk"ama.

Questions on the paragraph:

IVa. K"itis jaqichasini?

Ruwirtump Uliwyampiw jaqichasini.

IVb. K"itis parinupaxa?

Tata Manuyl Q"ispiw parinupaxa.

IVc. Jupax kawk"ans utji?

Jupax Laja markan utji.

IVd. Kunas Uliwyan tintapan utji?

Taqi kunaw utji, arusa, asukara, sirwisa alkula, uk"ama.
Arusa, asukara, sirwisa, alkulaw utji.

Preguntas:

32. Jumax tintamankasktati?

Jis, tintaxankastwa. / Janiw tintaxankktti.

33. Uka chachar parläti?

Jis, parlam. / Jan parlkamti.

34. Jumax jupatak wawap uñjarapītati?

Jis, uñjarapīwa. / Janiw uñjarapkäti.

35. Kawkīris Susanan utapaxa?

Ch'uxña utawa. / Janiw uñjktti.

36. Kawk"ans jumax utjta?

K"ä iskinan utjta.

37. Ch'uqx kunarus aparapīma?

Uka p"inar aparapita.

38. Kawkits punch apañani?

Tintat apañani.

39. Sarxä.

Sarxamay. / Walikiw.

UNITS I THROUGH VI

EXAM III

SECTION

I - 14 QUESTIONS

FIRST UNIT REVIEW (3)

II - 6 PICTURE QUESTIONS (THE SAME PICTURE SHEET IS USED FOR EXAM III AND FOR EXAM IV)

III - NEW MATERIAL 1 (5 questions)

IV - 12 QUESTIONS

THIRD UNIT REVIEW (2)

V - 8 QUESTIONS

VI - NEW MATERIAL 2 (4 questions)

VII - 16 QUESTIONS

FOURTH UNIT REVIEW (4)

VIII - 8 QUESTIONS

FIFTH UNIT REVIEW (3)

IX - 12 QUESTIONS

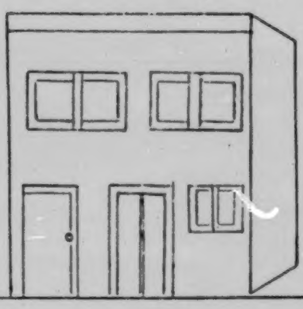
X - NEW MATERIAL 3 (5 questions)

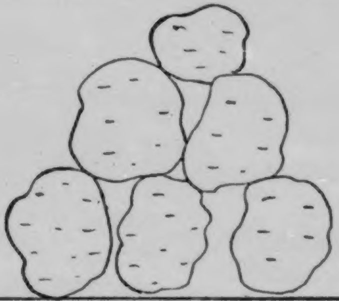
XI - 15 QUESTIONS

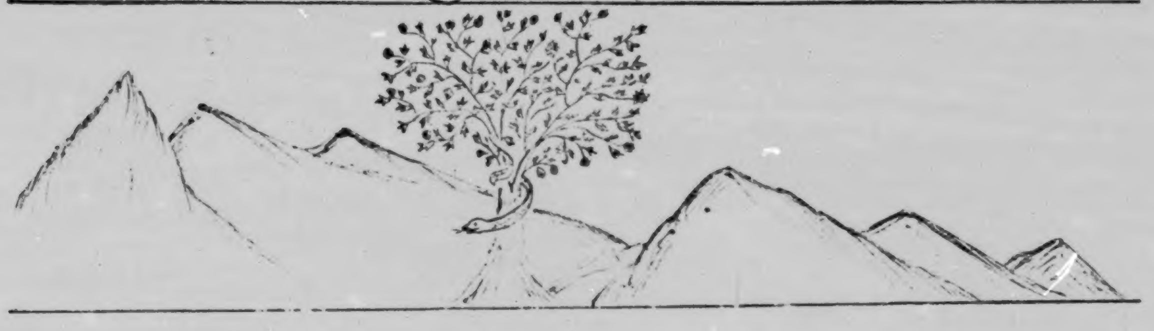
XII - PICTURE DESCRIPTION (use a picture illustrating one of the dialogues)

To answer the questions a 'jis' or 'janiw' is not sufficient

-something more must be added







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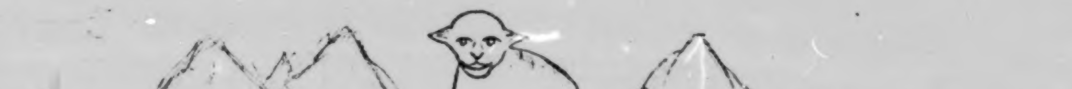

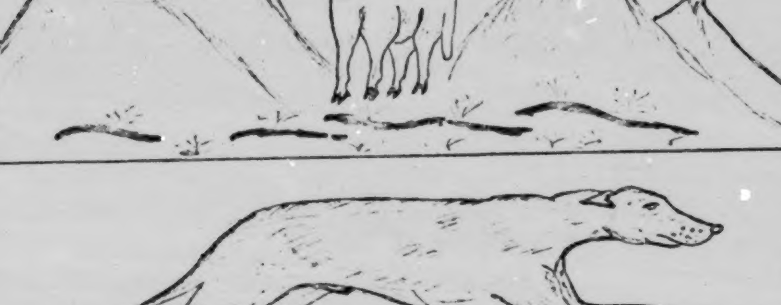

AYMARA FINAL EXAM UNITS I THROUGH VI

ANSWER SHEET

I. 1. Jumax k"itītasa?

Nayax Uliwyätwa.

2. Kawkinkirītasa?

Wuliwyankirītwa.

3. Kunas sutimaxa?

Sutixax Uliwyawa.

4. Jumax kawk"ans utjta?

K"ä iskinan utjta.

5. Jumax Kalip"urniyankasktati?

Jis, Kalip"urniyankasktwa. / Janiw Kalip"urniyankasktti,

P"lurirankasktwa.

6. Nayax P"lurirankasktti?

Jis, P"lurirankasktawa.

7. Nayax k"itītsa?

Jumax mama Waskisätawa.

8. Kunas sutixaxa?

Sutimaxa mama Waskisawa.

9. Kawkinirītsa?

Jumax Wuliwyankirītawa.

10. Tata Yapitan mamapax Wuliwyankaskiti?

Jis, Wuliwyankaskiwa.

11. K"ä tatax k"itisa?

Jupax tata Juwantiwa.

12. Kunas sutipaxa?

Sutipax tata Juawntiwa.

13. Kawkinkiris tata Mamanix?

Tata Mamanix Wuliwyankiriwa.

14. Tata Mamanix yapumankaskiti?

Jis, yapuxankaskiwa.

Janit jutirīkta?

Janiw, jich"akipuniw jutta.

Kawkinkirītas jumax?

Nayax istarusunirus·ankirītwa. Jumasti?

Nayax akankirītwa.

II. Picture questions.

1. Kunas akaxa?

   Akax utawa.

2. Kunas ukaxa?

   Ukax ch'uqiwa.

3. Akax utati?

   Janiw utäkiti.

4. Qawq"as akaxa?

   Akax pä waranq kimsa patakan p"isqa tunk mayaniwa.

5. Kunas ukaxa?

   Ukax iwisawa.

6. Kunas akaxa?

   Akax anuwa.

III. Dialogue

Tata Siskump mama Karlutampiw parlasipxi sutiyawir sarañataki.

C. Karluta, q"arur **sawarux** kawks saräta?

W. 〈Uliwyan wawap sutiyan〉 siw. Ukaruw saräxa.

C. 〈Kuna raturuniw〉 sisa?

W. 〈Las sitiruniw〉 siway. Janich jumar yatiyänktam?

C. Janiw, janiw yatiyänkituti.

W. A - armaschiya.

C. Inasa, timpupaw jan utjkpachati.

W. Sarapxañaniya, jiwasan p"amillachiy.

C. Uk"amax sirwis alt'asinī, saräxa?

W. Alt'asinikimay.

Questions:

1. Karlutax sawarux kawks sarani?

   Uliwyan wawap sutiyaw**iruw** sarani.

2. Uliwyax kunaraturus wawap sutiyani?

   Las sitiruwa.

3. Tata Siskurux yatiyataynati?

   Janiw yatiykataynati.

4. Siskunx p"amillapati?

   Jis, p"amillapawa.

5. Kun alasiris Siskux sarani?

   Sirwis alasiriw sarani.

IV. 1. Mama Waskisat Aymarat jiskt'istu

Jis, Mama Waskisaw Aymarat jiskt'istu.

2. Nayax k"itirus jiskt'äxa?

Jumax mama Waski**saruw jiskt'äta.**

3. Jupar jiskt'aniti?

Jis, jiskt'aniwa. / Janiw jiskt'kaniti.

4. Jumat jilaxar awtut apäta?

Jis, nayaw jilamar awtut apä. / Janiw nayax jilamar awtut apkäti

5. K"itis wawar utan uñjani?

Mama Waskisaw wawar utan uñjani.

6. Nayat jumar iskinan suyt'äma?

Jis, nayaw jumar iskinan suyt'itäta.

Janiw nayax jumar iskinan suyt'kitätati.

7. Nayat yuqamar iskinan suyt'äxa?

Jis, jumaw yuqaxar iskinan suyt'äta.

Janiw jumax yuqaxar iskinan suyt'kätati.

8. Juwantit mayurux tuqitu?

Jis, Juwantiw mayurux tuqitu.

Janiw Juwantix mayurux tuqkituti.

9. Ch'uqim qawq"s mayiskta?

Pä waranq aruwa.

10. Apillx kunarus churäma?

Aka sakiulluruw aparapitäta.

11. Quyx kunarus aparapīma?

Kanaataruw aparapitäta.

12. Kukakulx kawkirus aparapīma?

Uka utaruw aparapitäta.

Jich"ast k"itirus parinutak sarsnasti?

K"itirus sarsnaxä...Manwil Q"ispir sarañani, jupan irptatax sum sarnaqi, ayjarunakapaxa. Jich"ax kunanakas munasin alt"apiniñataki. Jumakiy amuyt'am warmjama, niya jumax yatstaxay. Nayax kullakaxampir jilaxampir yatiyanī.

Uk"amax Uliwyampiw sarä taqi kun alt"apir kunatiy wakiski uka. Sisku, alkulamp sirwisamp alanīti?

Alkulamp sirwisamp janikuch alankamti; nayaw alanï, jat"īchixay.

V. 1. Kawk"ankis awayuxa?

Awayux utankiwa.

2. T'ant'ax papilankiti?

Jis, papilankiwa. / Janiw papilankkiti.

3. Kawk"ans tintax utji?

K"ä iskinan utji.

4. Apillax p"inasankiti?

Jis, p"inasankiwa. / Janiw p"inasankkiti.

5. Siskux p"inasankaskiti?

Jis, p"inasankaskiwa. / Janiw p"inasankkiti.

6. Ukax juman p"inamati?

Jis, nayan p"inaxawa. / Janiw nayan p"inaxäkiti.

7. Kawkīris Pawlan t'ant'apaxa?

Pawlan t'ant'apaxa ukawa.

8. Ch'iyar imill t"aqarapīmati?

Jis, t"aqarapitätawa. / Janiw t"aqarapkitätati.

VI. Dialogue

Tata Mariyanux tintanit taqi kun alasiwayi.

W. Tata Mariyanu, arus asukar janit apaskäta?

C. A - jisa, apasīw, mam. Pist'arapitay.

W. Qawq"s apasīta?

C. Pä liwr asukar, pä liwr arusa.

W. Ya, kasiru, anch"itaw p'ist'arapīma.

C. Ya, mam, p'ist'arapkitay, anch"itaw kutt'anï.

W. Ya, kasiru. Akax p'ist'arapsmaw, tat. Kunarus churäma?

T. Aka sakillur churawayit mam.

Questions:

1. Mama tintanix kamsisa tata Mariyanuru?

   ⟨Arus asukar janit apaskäta⟩ siw.

2. Kamsis tata Mariyanuxa?

   ⟨Jis, apasī⟩ siw.

3. Aruw asukar qawq"a liwrkams pist'arapi?

   Pä liwrkam pist'arapi.

4. ⟨Arus asukar kunar churit⟩ sisa tata Mariyanux?

   Janiw, uk"am siw mama tintanix.

VII. 1. Papil churä. Lapis churä.

   Papilamp lapisamp churä.

2. Ch'uqix p"iryan utji. Apillax p"iryan utji.

   Ch'uqimp apillampix p"iryan utji.

3. Aymar yatiqañani. Kastillan yatiqañani.

   Aymaramp Kastillanamp yatiqañani.

4. Manq' kumparit wawamatak mayirapīta.

   Manq' mamat wawamatak mayirapīta.

   Manq' kumparimpit mamampit wawamatak mayirapīta.

5. Nayan markaxar jutam. Jupan markapar jutam.

   Nayan markaxampir jupan markapampir jutam.

6. Nayax Aymar yatiqaskta. Nayax Wuliwy sarä.

   Nayax Aymar yatiqiriw Wuliwy sarä.

7. Susanax wawapatak is alarapi. Susanax sutiyawir Laja mark sar

   Susanax wawapatak is alarapiriw sutiyawir Laja mark sarani.

8. Nayax wawamamp p"iry sarät aliri?

   Jis, sarätawa.

9. Alirit nayax wawamamp p"iry saräxa?

   Jis, aliriwa.

10. Nayax wawaxamp p"iryt sarä aliri?

    Jis, p"irywa.

11. Wawamampit p"iry sarä aliri?

    Jis, wawamampiwa.

12. Nayax wawamamp p"iry sarä aliri?

    Jis, nayawa.

13. K"itis wawamamp p"iry sarani aliri?

    Jumawa.

14. K"itimpis nayax p"iry sarä aliri?

    Wawaxampiw.

15. Kawks sarä aliri wawamampi?

    P"irywa.

Julyax usxarakitaynasä, kunatrak jan awisayanista?

Timpuw jan utjkänti, sapakīpxarakstxaya.

Kunarak mä ratust, jaltaniñä, yuqallat imillacha?

Yuqallawa.

Julyan mamapast yatiti?

Janiw yatkiti, sutiyawinakxay awisxapxchī, q"anay tuqischini.

Jich"ast kunapacharak sutiyapxäta?

⟨Sawaruw sutiyapxä⟩ sapxtwa.

Ya.

VIII. 1. Yap uñjirix kuns luri?

   Yap uñji.

2. K"itimpis Julyux tintan umäna?
   Manwiluw umäna.
3. K"itimpis Julyux tintan umatayna?
   Manwiluw umatayna.
4. Kunaratus utasar sartan?
   Jayp'uruw sartan.
5. Kunapachas Aymar yatiqañani?
   Jich"a maraw yatiqañani.
6. Kunawrasas kumparisar sutiyawit yatiytan?
   Wasuruw yatiytan.
7. Kunawrasas lijwanap chursma?
   Wasuruw churistu.

Marsila, kawkrak sartasti, utax ch'usakirakitaynasä
Wisitaruw sarta.
K"itinukrak sartasti?
Kilimintinuk sarta. Kilimintix wali usutapiniw, ikiñankataynawa.
Kamacharakpachasti ⟨Kunas ustam⟩ sasmä.
⟨Puraka, p'iqi, kayunaka taqpach kurpuw usut⟩ siw.
T"ayjayaschiya.

IX. 1. Nayax Aymar yatiqä. Jumasti?
   Nayax yatiqrakï.
2. Nayax janiw mark sarktti. Jumasti?
   Janiw mark sarkaraktti.
3. Pirutix ⟨p"istaruw sarañ munt⟩ siw.
   Saraspä, qullqinïchiya.
4. Kawkirus iwis anakpacha?
   Uka qulluruw anakpacha.

5. K"ä tatax sum Aymar parli, uk"am parlasma.

Janiw parlkiristti.

6. K"ä tatax sum Aymar parli, uk"am parlasirīrista.

Parlasirīsmä.

7. Rusintitax away wawatak sawutayna. Uk"am sawurapitaspa.

⟨Sawurapit⟩ sasmä.

8. Jilamax ⟨iwis anakim⟩ situw.

Jich"ast kawk"arurak anakī?

9. Nayax Kastillan yatta.

Kastillanust kunaraki - nayax Aymar yattxa.

10. Nayax iwist anakīxa?

Jis, iwis anakim, tiwularaki.

11. Iwisak anakī.

K"uch"st k"itirak uñjani?

12. Janiw k"uch" anakkäti.

K"itirak anakini?

X. Dialogue

Justamp Antuñumpiw parlasipx alasir sarañxata.

W. Antuñu, mark alasir sarätati?

C. Jis, saräwa. Jumasti?

W. Nayax sararakīwa.

C. Jilamasti, sararakiniti?

W. Inas sarchini. Janiw jiskt'ktti.

C. Jilaman yuqapasti?

W. ⟨Yuqapax saraniw⟩ siw.

C. Kun alasirirak sarpachanisti?

W. ⟨Kumparipan yuqapaw jaqichasin⟩ siw.

C. A - ukatak alt"apiriy sarchini.

W. Uk"amäpachaniwa.

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Questions:

1. K"itis mark sari?

   Antuñuwa.

2. Justasti sararakiti?

   Jis, sararakiwa.

3. Justan jilapan yuqapax saraniti?

   ⟨Saraniw⟩ siw.

4. Kun alasiris sarpachani?

   Jaqichawitakiw.

5. ⟨Kumparipan yuqapax kunaw utjan⟩ sisa?

   ⟨Jaqichasiniw⟩ siw.

XI. 1. Wuliwy sarañ muntati?

   Jis, sarañ muntwa. / Janiw sarañ munktti.

2. Kawk"ankis mamitasax?

   Mamitasax yapusankaskiwa.

3. Kawkits sirwis alanī?

   Tintan alanīta.

4. Janit jupar jiskt'arapkista?

   Jis, jupar jiskt'arapsma. / Janiw jupar jiskt'arapksmati.

5. Jumat tunka p"isqani pis mayt'ista?

   Jis, mayt'sma nayaw. / Janiw nayax mayt'ksmati.

6. K"itis Ruwirtur lijwan churani?

   Tata Juwantiw.

7. P"isqamp pusimpix qawq"asa?

   Llatunkawa.

8. Siskurux ikit puri?

   ⟨Ikiw puritu⟩ siw.

9. Susanar ⟨manq' wakicham⟩ sistati?

Jis, sistwa.

10. Marsilar ⟨lijwan apayam⟩ sistuti?

Jis, sistuwa.

11. Yuqasar ⟨t'ant' alasim⟩ sistanti?

Jis, sistanwa.

12. Taych'imax kasirar ⟨tunq pist'arapit⟩ siti?

Jis, siwa.

13. Mamitamax ⟨ch'uq llamaytawayarapit⟩ sistamti?

Jis, situwa.

14. Kunas kamachtam?

P'iqiw usutu.

15. P'iqit ustam?

Jis, p'iqiw usutu.

EXAM IV

GUIDE SHEET AYMARA FINAL EXAM - - UNITS I - VII

Put your tape on the idicated machine - the master tape on the other. Push the record button, and start your tape. THEN start the master. YOU ARE NOT TO STOP EITHER TAPE ONCE YOU BEGIN UNTIL THE EXAM IS OVER.

SEVEN SECTIONS

Section I - 10 personal questions

Section II - 6 picture questions (same picture sheet as exam III)

Section III - 9 form sets:
1 - 4 substitutions
2 - 4 "
3 - 4 "
4 - 3 "
5 - 3 "
6 - 4 "
7 - 3 "
8 - 4 "
9 - 4 "

Section IV - 12 repetitions
5 questions

Section V - 19 questions (exercise type)

Section VI - 19 repetitions
15 questions

Section VII - description of drawing (use the illustration from a unit)

SECTION I

1. Kawkinkirïtasa?

Akankirïtwa.

2. Kunas sutimaxa?

P"ulanaw sutixaxa.

3. Kawk"ans utjta?

K"ayan utjta.

4. Jumax kawkinkasktasa?

Iksaminankasktwa.

5. Jumax wawanïtati?

Jis, mä wawanïtwa.

6. Jilankullakanïtati?

Jis, mä jilanïtwa.

7. Mamaman mamapan kunas sutipaxa?

Rusintita Mamaniw sutipaxa.

8. Tataman tatapan kunas sutipaxa?

Juwanti Janq'uw sutipaxa.

9. P"urp"isuramax k"itisa?

Tata Juwantiririyusawa.

10. Jumax k"itïtasa?

Nayax isturyantitwa.

SECTION II

1. Kunas akaxa?

Akax utawa.

2. Kunas ukaxa?

Ukax ch'uqiwa.

3. Akax utati?
Janiw utäkiti.

4. Qawq"as akaxa?
Pä waranq kimsa patak p"isqa tunk mayaniwa.

5. Kunas ukaxa?
Ukax iwisawa.

6. Kunas akaxa?
Akax anuwa.

1. Jupaw jupar t'ant' churi.
Jupaw nayar t'ant' churitu.
Jupaw jiwasar t'ant' churistu.
Jupaw jumar t'ant' churtam.
Jupaw jupar t'ant' churi.

2. Nayaw jumar awtut apsma.
Nayaw jupar awtut apta.
Jiwasax jupar awtut aptan.
Jumax jupar awtut apta.
Jumax nayar awtut apista.

3. Nayax jumatak k'awnx kunarus aparapīma?
Nayax jupatak k'awnx kunarus aparapī?
Jiwasax jupatak k'awnx kunarus aparapañani?
Jumax jupatak k'awnx kunarus aparapīta?
Jumax nayatak k'awnx kunarus aparapīma?

4. Jupaw nayar jiskt'itani.
Jupaw jiwasar jiskt'istani.
Jupaw jupar jiskt'ani.
Jupaw jumar jiskt'ätam.

5. Aymar parlir jiwasar aymar yatichistpa.
Aymar parlir nayar aymar yatichitpa.
Aymar parliriw jumar aymar yatichätpa.
Aymar parlir jupar aymar yatichpa.

6. Jum nayar aymar yatichita.
Jum jupar aymar yaticham.
Jiwas jupar aymar yatichañani.
Nay jupar aymar yatichä.
Nay jumar aymar yatichäma.

7. Janiw nayax qull umkiristti.
Janiw jupax qull umkaspati.
Janiw jiwasax qull umksnati.
Janiw jumax qull umkasmati.

8. Jumax Susanar ⟨manq' wakicham⟩ sistati?
Nayax Susanar ⟨manq' wakicham⟩ sistti?
Jiwasax Susanar ⟨manq' wakicham⟩ sistanti?
Jumax Susanar ⟨manq' wakicham⟩ sistati?
Jumax nayar ⟨manq' wakicham⟩ sistati?

9. Marsilax jiwasar ⟨lijwan apayam⟩ sistuti?
Marsilax nayar ⟨lijwan apayam⟩ situti?
Marsilax jupar ⟨lijwan apayam⟩ siti?
Marsilax jumar ⟨lijwan apayam⟩ sistamti?
Nayax jumar ⟨lijwan apayam⟩ sismati?

SECTION FOUR

Repetition:

1) Justamp Antuñumpiw parlasipxi alasir sarañxata.

2) Antuñu, mark alasir sarütati?

3) Jis, saräwa. Jumasti?

4) Nayax sararakīwa.

5) Jilamasti, sararakiniti?

6) Inas sarchini. Janiw jiskt'ktti.

7) Jilaman yuqapasti?

8) ⟨Yuqapax saraniw⟩ siwa.

9) Kun alasirirak sarpachanisti?

10) ⟨Kumparipan yuqapaw jaqichasin⟩ siwa.

11) A - ukatak alt"apiriy sarchini.

12) Uk"amapac. aniwa.

Questions:

1. K"itis mark sari?

   Antuñuw mark sarpacha.

2. Justasti sararakiti?

   Jis, sararakiwa.

3. Justan jilapan yuqapax saraniti?

   Jis, saraniw siwa.

4. Kun alasiris sarpachani?

   ⟨Kumparipan yuqapaw jaqichasin⟩ siwa.

5. ⟨Kumparipan yuqapax kunaw utjan⟩ sisa?

   ⟨Jaqichasiriw utjani⟩ siwa

SECION FIVE

1. Papil churä. Lapis churä.

   Papilamp lapisamp churä.

2. Aymar yatiqañani. Kastillan yatiqañani.

   Aymaramp Kasillanamp yatiqañani.

3. Nayax Aymar yatiqaskta. Wuliwy sarä.

   Nayax Aymar yatiqasta Wuliwy sarañataki.

4. Nayax wawamamp p"iry sarät aliri?

   Jis, sarätawa.

5. Alirit nayax wawamamp p"iry saräxa?

   Jis, aliriwa.

6. Nayax wawamamp p"iryt sarä aliri?

   Jis, p"iry sarä.

7. Wawamampit p"iry sarä aliri?

   Jis, wawamampiw.

8. Nayat wawamamp p"iry sarä aliri?

   Jis, jumawa.

9. Yap uñjirix kuns luri?

   Yap uñjirix yap uñji.

10. K"itimpis Julyux tintan umäna?

    Tata Yapitampiw tintan umäna.

11. K"itimpis Julyux tintan umatayna?

    Tata Yapitampiw tintan umatayna.

12. Kunaratus utasar sartan?

    Lastusiw.

13. Kúnapachas Aymar yatiqañani?

    Janiw kunapachas.

14. Kunawrasas lijwanap chursma?

Nayrax churista.

15. Wuliwy sarañ muntati?

Jis, sarañ muntwa.

16. Kawkits sirwis alanī?

Tintat alanīta.

17. P"isqamp pusimpix qawq"asa?

Llatunkawa.

18. Kunas kamachtam?

Walj junt'jituwa.

19. P'iqit ustam?

Jis, usutuwa.

SECTION SIX

Repetitions:

1) Tata isturyantinak, Mam isturyantinak, maräxiw aymar istruyatasax.

2) Jich"akamax paqallq riyaluj yatiqxapxtanx jumanakampix.

3) Jich"ax uka paqallq riyalujxat parlt'apxañani.

4) Nayraqatxa mä turistax kunjams markar puri, ukxat parlapxtanxa.

5) Ukxarux, kunjams mä tatax p"iryan kisump ch'uqimpx alaskix ukxataraki.

6) Kimsirïnsti, Sisku Mamanin Susana Qantutampin yuqaparakiw jaqichas Uliwyampi.

7) Pusirïnsti Martinumpin Julyampin wawaparakiw sutiyasi.

8) Wawan parinupasti Tuktur Jinaru Q"ispiw.

9) Ukxarux k"arik"arxatrak parltan.

10) Kilimintix Warixan sarasaw usuntatayna.

11) Ukatx Marsilamp Justinumpiw Kilīmintir qullayañatak parlasipxi.

12) Ukxarusti, Jakuwumpit Karlutampitrak parltan.

13) Jakuwux iwisamp k"uchimp qullur anaki.

14) Jich"ax paqallqunsti q"ulliñxatrak parltan.

15) Chachax Karmilu sataw.

16) Jupax q"ulliriw sari.

17) Warmisti Pasis satarakiw.

18) Jupax wan k"um yapu kutitaru.

19) Jich"ax uka paqallq riyalujxta jiskt'anakw utjani.

Questions:

1. Qawq"a riyalujs yatiqxapxtan?

   Paqallqwa. / Paqallqu riyalujwa.

2. Jich"ax kunxats parlt'apxañani.

   Riyalujxat parltan.

3. Nayraqatax kunxats parltan?

   Mä turistxat parltan.

4. Mä tatax kuns p"iryan alasi?

   Kisump ch'uqimp alasi.

5. K"itinakan yuqapas jaqichasi?

   Sisku Mamanin Susana Qantutampin yuqapawa.

6. Siskumpin Susanampin yuqapax k"itimpis jaqichasi?

   Uliwyampiwa.

7. Marinumpin Julyampin wawapar k"itis sutiyi?

   Tuktur Jinaru Q"ispiw.

8. K"itis warixan sarasin usuntatayna?

   Kilimintiwa.

9. K"itinakas Kilimintir qullayañatak parlasipxi?

   Marsilamp Justinumpiwa.

10. Jakuwux k"itin sullka jilapasa?

Karlutan jilapawa.

11. K"itis iwisamp k"uchimp qullur anaki?

Jakuwuwa.

12. Karmilump Pasisampix sarapxiti?

Janiw sarapkiti.

13. K"itis wan k"um yapu kutitaru?

Pasisaw.

14. Jich"ax uka paqallq riyalujxatx jiskt'apxsmati?

Jis, jiskt'apxistawa.

15. Aymar parlañ yatxtati?

Jis, aymar parlañ yatxtwa. / Janiw aymar parlañ yatxktti.

EXAM V

AYMARA FINAL EXAM FOR UNITS THROUGH IX

ANSWER SHEET

First dialogue

Y. Marsila, kawkrak sartasti? Utax ch'usakirakitaynasä
V. Kullakaxanuk sarta, aka lapisamp papilamp aparapta.
Y. Kunatakirak aparaptasti?
V. Jupan qillqañapatakiw aparapta.
Y. Walik walik aparaptax.
Jich"ax inasktacha asukar alt'anirapita.
V. Sarañaxaw, antisans Jakuw alanpan.
Y. Kawkrak saräta?
V. Uniwirsirar sarä Aymar yatichiri.
Y. Jãyat uniwirsiraraxa?
V. Janiw jayäkiti, jak'akiw.
Y. Uk"amax saramay.

Questions and answers

1. K"itis nayraqat parli?
Chachawa.
2. Marsilax kawks sari?
Kullakapanuk sari.
3. Kunanaks aparapi kullakapataki?
Lapisamp papilamp aparapi.
4. Kunatakis lapisamp papilamp aparapi?
Jupan qillqañapatakiwa.

Questions and answers

5. Marsilax asukar alanirapiti?

Janiw alanirapkiti - sarañapawa.

6. Marsilax kawk sarañapasa?

Uniwirsirar Aymar yatichir sarañapawa.

7. Jayat uniwirsitaraxa?

Janiw jayäkiti, jak'akiwa.

Second dialogue

Y. Mä tataw markar puri.

Ukat mä mamampiw parlaski

Jich"ax jupanakan parlatap ist'apxañani.

C. Mama, mayaw jiskt'asïma.

V. Kunach tata?

C. Kawkïris tata Sisku Mamanin utapaxa?

V. Kunatakirak t"aqtasti?

C. Yuqapaw jaqichasin siw, uk jupar jiskt'asiñ munta.

V. A... k"ä jach'a ch'uxña ut uñjtati?

C. Jisa, ukat utapaxa? kawksatuqits t"ak"ix utapar mak"ati?

V. Aka jawir iramanjam saraskakim, anuparak achjiristam.

C. Awir sarä, q"anächiniya.

V. Sarakimay tata.

Questions and answers

1. Mä tatax kawkirus puri?

Markaruw puri.

2. K"itimpis parlaski?

Mä mamapiw parlaski.

3. Kuns ist'apxañani?

Jupanakan parlatap ist'apxañani.

4. Uka tatax kamsis uka mamaru?

⟨Mama, mayay jiskt'asīma⟩ siwa.

5. Kuns jiskt'asi?

Sisku Mamanin utap jiskt'asi.

6. Uka mamax kamsisa?

⟨Kunatakirak t"aqtasti⟩ siwa.

7. Tatax kuns yatiñ muni?

Sisku Mamanin yuqapan jaqichasiwipxat yatiñ muni.

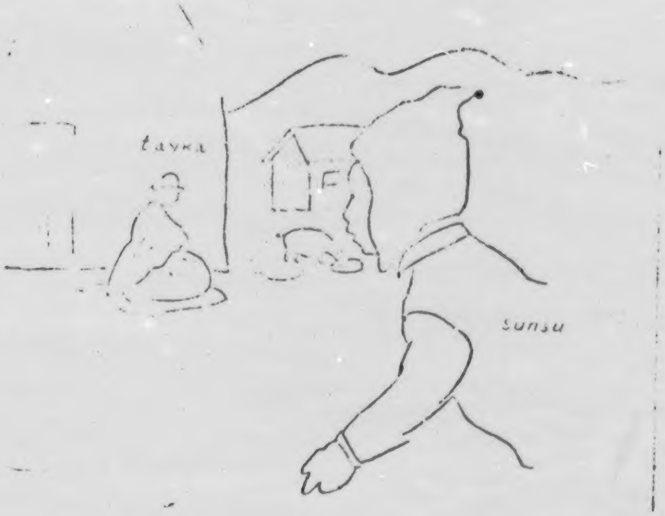
8. Tata Siskun utapax jach'at jisk'acha?

Jach'awa.

9. Kawksatuqits t"ak"ix tata Siskun utapar mak"ati?

Jawir iramtauqit mak"ati.

1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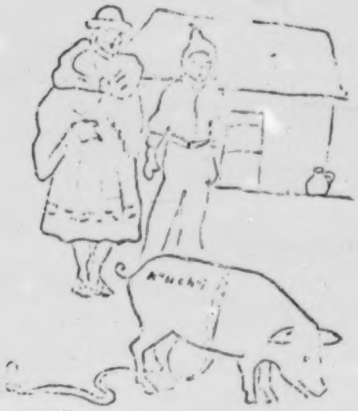
sunsu

2



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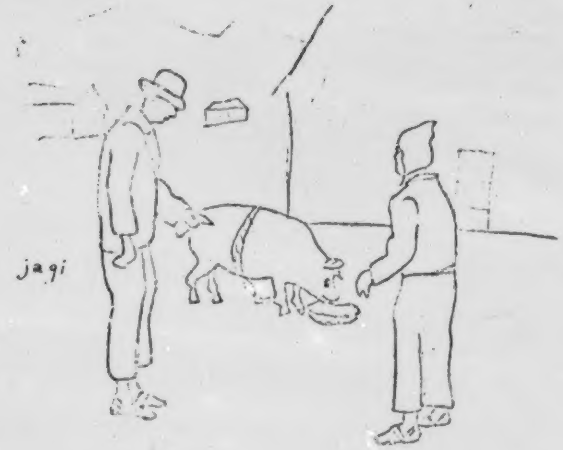

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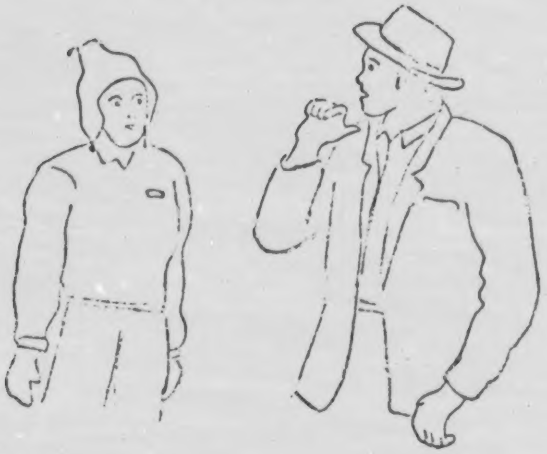

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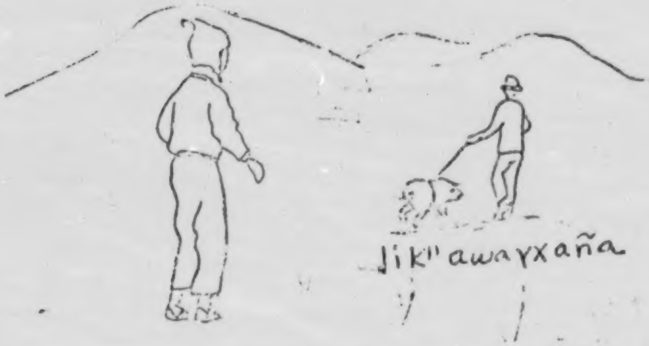
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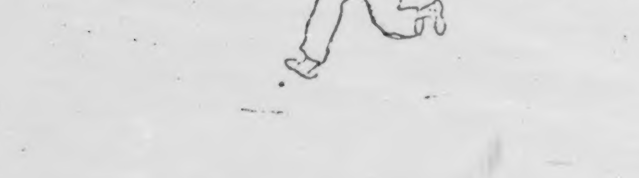

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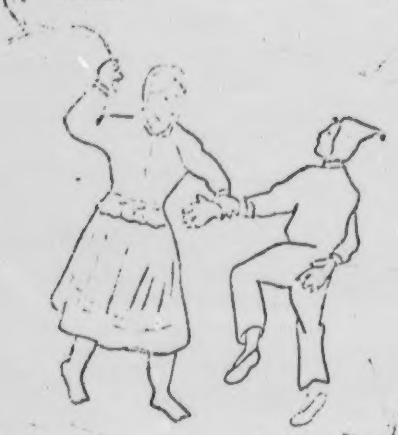

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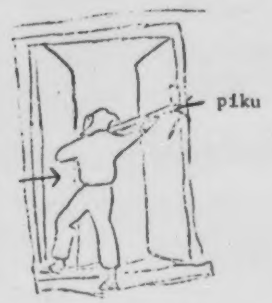

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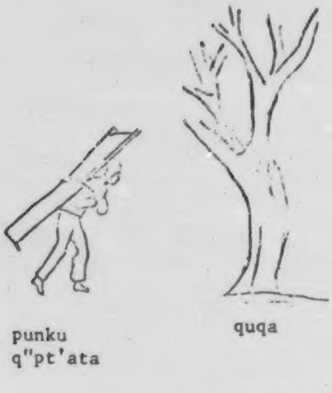
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punku
q"pt'ata
quqa

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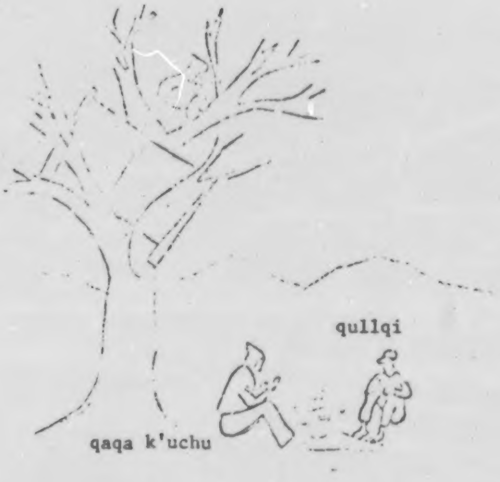
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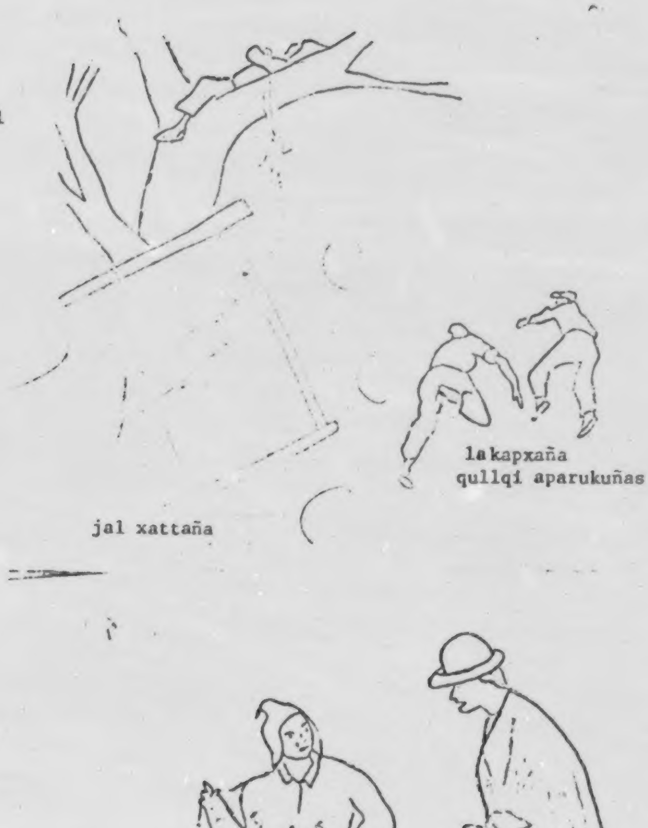
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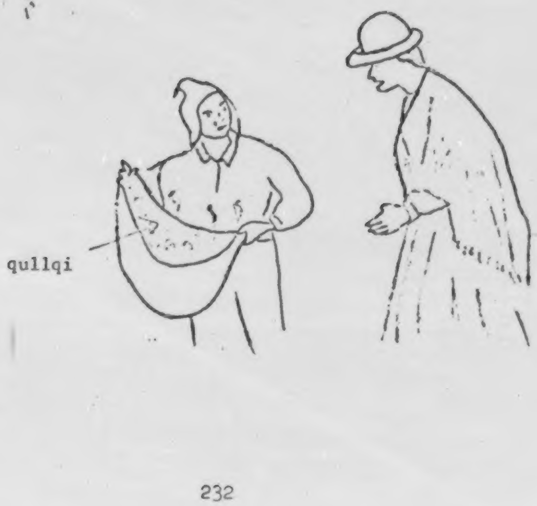
qullqi

Mä Sunsun Lurawipa

Short Story - Follow the pictures

Maya.

Nayra timpux mä taykaw utjäna. Jupax mä sunsu wawaninwa. Uka wawapasti janiw kuns lurirjamäkänti.

Paya.

Uka taykasti mä jach'a k"uch"inīnwa. Sunsurusti sum iwxt'äna ak"am sasina: ⟨⟨Wali aka k"uch"ir manq'ayäta lik'intañapawa ukatsti sanpirutakiw k"arst'asxañan. San Pirutakiw uka k"uch"ix⟩⟩ sasa.

Kimsa.

Ukatsti mä jaqis mä urux utapar jutatayna. Sunsukiw utankaskäna. Ukat jaqix sunsur arxayañ qalltäna akam sasina: ⟨⟨Uka k"uch"im aljita⟩⟩ sasa.

Pusi.

Sunsusti siwa: ⟨Janiw aljañatakïkiti, San Pirutakiwa⟩ sasina. Ukatxa jaqisti sänwa, k"uch" apaqañatakix ⟨Nayätpī uka San Piruxa⟩ sasa.

P"isqa.

Sunsusti sänwa ⟨Jumati San Pīrütaxa? Uk"amax aka k"uch" k"arsusiwayxamaya. Mamaxax Sanpīrutakiwa⟩ siwa. Jaqisti sänwa ⟨Janiw jich"apach k"arskäti. Utaxan k"arsuskä⟩ sasaw. K"uch"xa jik"awayxëna.

Suxta.

Ukat jayp'ux sunsun mamapax puri. Sunsux wali kusist'asisaw awisi. ⟨Mamita, San Pīruw jutatayna. K"uch"xa jik"asxiwa. Jumarakis jistaxä ⟨San Pīrutakiw⟩ sasaxä. Ukatwa nayar jik"xaruyxta.⟩

Paqallqu.

Mamapasti sunsurux chikutimpiw chikutjäna ak"am sasa ⟨Aka sunsu punku q'ipi. K"uch"pin jikxaruyañaxä⟩ sasina. Ukatsti k"uch" t"aqiriw mamapax mist"uwayäna.

Kimsaqallqu.

⟨Punk q'ipsunim⟩ sarakitus mamaxaxa sasaw. Punk allsuñ wallti pikumpi p"at'antasina.

Llatunka.

Ukatxa sunsux punku q'ipt'ataw mist"uwayäna utapata.

Sarasinsti mä quqa pataruw mist"üna, uka punku q'ipt"atpacha

Tunka.

Uka ratuw pani lunt"atax uka quqa k'uchur mak"atatayn siw.

Qullqinak apnuqasisin lunt"atanakax jak"uñ qalltapxän siw.

Tunkamayani.

Sunsusti walja qullqinak uñjasinxa musp"aränwa. Musp"arasinsti ikjxataynawa. Punksti lunt"atanakaruw jalxattayatayna.

Lunt"atanakasti sustutxa qullq apanukusaw iskapxapxatayna.

Tunkapayani.

Sunsusti saraqanisinxa qullq apt'ataw utaparu jutxänxa.

Ukatsti mamaparuw satayna ⟨Akax qullqix mamita, San Pīruw apayanxitu⟩ sasina. Uk"amaw sunsux mamapar llakisiyäna. Ukatxa kusisiyarakīna.

Questions and answers about the story:

1. K"itis taykan wawapaxa?

Sunsuwa.

2. K"ititakis k"uch" uywatayna?

Sanpīrutakiw.

3. K"itirus sunsux k"uch" churatayna?

Mä jaqiruwa.

4. Taykax k"itirus chikutimp chikutjatayna?

Sunsuruwa.

5. K"itis punkut iskapxatayna?

Lunt"atawa.

6. Sunsux mamapatak kuns aparapitayna?

Qullq aparapitayna.

Tell the story in your own words.

CHAPTER SIX

ANSWERS PAGES FOR REVIEW SECTIONS OF UNITS IN AAY

Answer pages for to accompany the review tapes, plus the picture/cue sheets which are needed before listening to the review tapes. Suggested answers are provided; in many cases the information may (and will) vary, but not the grammatical structure.

Dialogue questions:

1.- Kurijiruran kunas sutipaxa?

Kurijiruran sutipax Pirut Apasawa.

2.- Alujamintux ch'uxña utati?

Jisa, ch'uxña utawa?

3.- Alujamintux kawk"ans utji?

Alujamintux k"ä iskinan utji.

4.- Alujamintux jayati?

Janiw jayäkiti.

5.- Mama wiyajirax kawkinkirisa?

Mama wiyajirax Istarus Unirusanki¨iwa.

6.- Tata Juwantix kawkinkirisa?

Tata Juwantix Wuliwyankiriwa.

First repetition:

1) Tata, mayay jiskt'asīma?

2) Kunach mama.

3) K"ä tatan kunas sutipaxa?

4) Juwakin Q"ispiwa.

5) Kawkinkirisa?

6) Wuliwyankiriwa.

7) Jumasti, kawkinkirïtasa?

8) Istarusunirusankirītwa.

9) A......walikpī

First questions:

1. Tatan kunas sutipaxa?

   Juwakin Q"ispiwa.

2. Tata Juwakin Q"ispix kawkinkirisa?

   Wuliwyankiriwa.

3. Mamax kawkinkirisa?

   Mamax Istarusunirusankiriwa.

Second repetition:

1) Tata, alujamintux akan utjiti?

2) Jisa, utjiwa. K"ä ch'uxña ut uñjtati?

3) A .... jisa.

4) Alujamintux ukawa.

5) Jumax ukant utjta?

6) Janiwa, nayax k"ä iskinan utjta.

7) Jich"ax kawks saraskta?

8) Pirutin utapwa.

9) Walikiw uk"amax q"ipürkama.

10) Q"ipürkam mama.

Second questions:

1. Alujamintux ch'uxña utati?

   Jisa, ch'uxña utawa.

2. Tatax iskinant utji?

   Jisa, iskinanwa.

Third repetition:

1) Mä turistaw mä markar puri.

2) Uka turistax Istarusunirusankiriwa.

3) Tata juwantimpiw jikisi.

4) Kurijiruran sutip jiskt'asi.

5) Kurijiruran sutipax Pirut Apas sataw siw Juwantix.

6) Juwantix aka markankiriwa.

7) Alujamintkamaw sarawayapx turistamp Juwantimpixa.

8) Alujamintux ch'uxña utaw iskinxankiwa.

9) Turistax jich"akamaw ùkankaski.

10) Juwantix utaparuw sarxi.

Third questions:

1. Turistax markarut puri?

   Jisa. markaruwa.

2. Uka turistax Istarusunirusankiriti?

   Jisa, Istarusunirusankiriwa.

3. Kawkinkiris Juwantix?

   Juwantix aka markankiriwa.

4. Kurijiruran kunas sutipaxa?

   Kurijiruran sutipax Pirut Apasawa.

Exercise review.

1. Nayax kawkinkirītsa?

   Jumax akankirītawa.

2. Jupanx kunas sutipaxa?

   Jupan sutipax Tiwursyu Jamach'iwa.

3. Kunas akax ?

   Akax misawa.

4. Jumax kawkinkirītasa?

Nayax Istarusunirusankirītwa.

5. Jumanx kunas sutimaxa?

Nayan sutixax Añtuñu Mamaniwa.

6. Akax papilati?

Janiw papiläkiti.

Jisa, papilawa.

7. Kunas ukaxa?

Akax rilujuwa.

Akax sillawa.

8. Juwantix kawk"ans utji?

Juwantix k"ä iskinan utji?

9. Utax kawk"ans utji

Utax k"a istinan utji.

10. Jupax k"itisa?

Jupax mama Silwyawa.

11. Nayanx kunas sutixaxa?

Juman sutimax Karina Turturawa.

12. Jumax k"itïtasa?

Nayax Karlus Sawïrätwa.

13. Jupax warmiti?

Jisa, warmiwa.

Janiw warmïkiti, chachawa.

14. Jupax kawkinkirisa?

Jupax Wuliwyankiriwa

15. Nayax k"itïtsa?

Jumax Silwya Wuyntunätawa.

16. Nayax kawk"ans utjta?

Jumax k"ä ch'uxna utan utjta.

AYMARA UNIT II FIRST SECTION - PAPAS

REVIEW TAPE ANSWER SHEET.

1. Mama aljirix kuns alji?

   Mama aljirix ch'uq alji. ~ Ch'uqwa.

2. Uka tatax kawkīr ch'uqs alasi?

   Ch'iyar imill ch'uq alasi. ~ Ch'iyar imillwa.

3. Mama aljirix qawq"s mayiski?

   Pä tunk p"isqan mayiski.~Pä tunk p"isqanwa.

4. Qawq"a aruws pist'arap aljirix tatataki

   Pä aruw pist'arapi. ~ Pä aruwwa.

5. Uka tatax kunarus ch'uq apasi?

   Sakilluruw ch'uq apasi. ~ Sakilluruwa.

6. K'awn apasiti?

   Janiw apaskiti. ~ Janiwa.

First repetition.

1) Ch'uqst qawq"s mayiskt kasira?

2) Kawkīri, ch'iyar imilla quycha?

3) Quyu.

4) Ukax pä tunkawa.

5) Tunka p"isqaniruy churit mam.

6) Janiw, tunka kimsaqallqunir apasim.

7) Ya, pist'arapitay.

8) Ya kasiru, akax kunarus churäma?

9) Aka sakillur mama.

First Questions:

1. Quyu ch'uq qawq"s mayi?

   Pä tunk mayi. ~ Pä tunkwa.

2. Tunka p"isqanirut churi?

   Janiw tunka p"isqanir churkiti.

3. Qawq"arus churi?

   Tunka kimsaqallquniruw churi. ~ Tunka kimsaqallquniruwa.

4. Sakillurut churi?

   Jisa, Sakilluruw churi. ~ Sakilluruwa.

Second repetition:

1) Kasiru, kisump k'awnamp janit apaskäta?

2) Janiw mam.

3) Apasimay tata, riwajt'ämaw.

4) Patak k'awnist qawq"arurak churtasti?

5) Patakax suxta tunkaw.

6) Riwajamay mam.

7) Janiw, uk"apiniw.

8) Uk"amax aka kanastar churita.

9) Ya kasiru.

Second questions:

1. Alasir tatax kisump k'awnamp apasiti?

   Janiw apaskiti.

2. Patak k'awnax qawq"asa?

Patak k'awnax suxta tunkawa. ~ Suxta tunkaw.

3. K'awnx kanastarut churi?

Jis kanastaruw churi. ~ Jis kanastaruwa.

Third repetition:

1) Mä tatax ch'uq alasiway mä mamata.
2) Pä aruw ch'iyar imill ch'uq apasi.
3) Uka mamax pä tunk kimsanirkamaw churi.
4) Ukatx sakilluruw ch'uq apasi uka tatax.
5) Ukatx ⟨k'awn janit apaskät⟩ siw, uka tataru.
6) Tatax ⟨qullqiw jan utjkit⟩ siw.

Third questions:

1. Mä tatax kuns alasi?

Ch'uq alasi. ~ Ch'uqwa.

2. Uka aljir mamax qawq"arkamas churi uka tataru?

Pä tunk kimsanirkamaw churi.

Pä tunk kimsanirkamawa.

3. Uka tatax kunarus ch'uq apasi?

Sakilluruw apasi. ~ Sakilluruw ch'uq apasi.

4. Ukatx k'awn apasiti?

Janiw apaskiti.

Exercise review. Aymara Unit II - A.

1. Qawq"qas akaxa?

Ukax _____wa.

2. Kawk"ankis azukaraxa?

Asukarax tintankiwa.

3. Kisux k"ayankiti?

Jis k"ayankiwa ~ Janiw k"ayankkiti.

4. Qawq"s mayiskta?

Ukax pä tunkawa.

5. Mayamp tunkampix qawq"asa?

Mayamp tunkampix tunka mayaniwa.

6. Warmix utankaskiti?

Jis utankaskiwa ~ Janiw utankkiti.

7. Akax juman p"inamati?

Jis nayan p"inaxawa ~ Janiw nayan p"inaxäkiti ~ Janiw nayankiti.

8. Pätunkaruy churita.

Janiw pä tunkarux . Ukaxay pä tunk ________nir apasim saraksmasä

9. Tata Mamanix yapupankaskiti.

Jis yapupankaskiwa ~ Janiw yapupankkiti.

10. Ḱawkīris nayan kanastaxaxa?

K"ayaw juman kanastamaxa.

11. Nayax akankasktti?

Janiw akankktati ~ Jis akankasktawa.

12. Ukax jupan misapati?

Jis, jupan misapawa ~ Janiw jupan misapäkiti. ~ Janiw jupankkiti.

13. Jumax tintankasktati?

Janiw tintankktti. Lawuraturyunkasktwa.

Jis, tintankasktwa.

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Mä q"ipürkama.

AYMARA UNIT-II- SECTION TWO Queso

REVIEW TAPE ANSWER SHEET

Questions on basic dialogue

1. K"itis markar puri?

   Mä wiyajirawa.

2. K"its t"aqi?

   Janiw yatktti mam.

3. Alasirix kis alasiti?

   Jis alasiwa.

4. Qawq"a kiss alasi?

   Kimsa kis alasi.

5. Aljir mamax qawq"s kis mayi?

   P"isqa waranqkam mayi.

6. Aljasir mamax riwajiti?

   Jis riwajiwa.

7. Alasirix kuns alasi?

   Ch'uqimp kisump alasi?

8. Qawq"a aruw ch'uqs alasi?

   Pä aruw ch'uq alasi.

9. Alasir tatax p"uq"att qullq churi aljir mamaru?

   P"uq"atwa - Jis p"uq"at churi.

First repetition:

1) Ch'uqimp aljawayit mama.

2) Qawq"s munta tata?

3) Kimsa aruw churawayit mama.

4) Walikiw tata. Kunarus churäma?

5) Ala kustalar churit mama. Jich"ax qawq"äxisä.

6) Kimsa aruwax suxta tunkaw.

7) Akax mama.

First questions:

1. Uka tatax qawq"a aruw ch'uqs muni?

   Kimsa aruw muni.

2. Aljasir mamax kunarus churi?

   Kustalaruw churi. -Kustalaruwa.

3. Ch'uq qawq"ampis alasi?

   Suxta tunkampiw alasi.

Second repetition:

1) K"itis k"ä mamaxa?

2) Wiyajirawa, jich"akiw puri.

3) Kawkinkirisa?

4) Janiw yatktti.

5) A....jich"ax k'awnay aljawayita.

6) Ya...qawq"s munta?

7) Pä tunk p"isqan churita.

8) Akax, kunarus jakt'äma?

9) Aka kanastar mama.

10) Akax tata.

Second questions:

1. Wiyajir mamax kawkinkirisa?

   Janiw yatktti.

2. Uka tatax k'awn alasiwayiti?

   Jis alasiwayiwa.

3. Qawq"a k'awns alasiwayi?

   Pä tunk p"isqan alasiwayi.

4. Kunarus k'awn alasi?

Kanastaruw alasi.

Exercise review.

1. Jumat jupar jiskt'äta?

Jis nayaw jupar jiskt'ä.

Janiw nayax jupar jiskt'käti.

2. Juparuw jisk'äta.

Janiw jum jiskt'am.

3. Ch'iyar imill kunarus churäma?

Uka sakillur churita.

4. Jupat jupar uñji?

Jis jupaw jupar uñji.

Janiw jupax jupar uñjkiti.

5. Jupar churaniti?

Jis churaniwa.

Janiw churkaniti.

6. Kis churämati?

Jis churita.

7. Juparuw jiskt'arapitäta.

Jis jiskt'arapïmawa.

8. Nayat jumar ch'uq aljäma?

Jis jumaw nayar ch'uq aljitäta.

Janiw jumax nanar ch'uq aljkitätati.

9. K'awnx kunarus aparapīma?

Uka kanastar aparapita.

10. Jupar riwajt'arapitätati?

Jis riwajt'arapïmawa.

11. Quyx kawkirus aparapïma?

Uka utar aparapita.

12. Jumat kasirar kis apäta?

Jis nayaw kasirar kis apä.

Janiw nayax kasirar kis apkäti.

13. Juwantit markar purini?

Jis jupaw markar purini.

Janiw jupax markar purkaniti.

14. Jiwasat k"ä mamar t"aqañani?

Jis jiwasaw k"ä mamar t"aqañani.

Janiw jiwasax k"ä mamar t"aqkañaniti.

END REVIEW AYMARA UNIT II Section Queso.

AYMARA UNIT II - Review Answer sheet.

First repetitions:

1.- Kasiru ch'uq apasitay.
2.- Qawq"rak mayisktasti.
1.- Kawkïri quyu ch'iyar imillcha.
2.- Quyu.
1.- Ukax pä tunkawa.
2.- Uk"arupunit churāta.
1.- Uk"apuniw kasiru.
2.- Tunka p"isqaniruy.
1.- Janiw, tunka kimsaqallqunir apasim.
2.- Pist'arapitay.
1.- Qawq"a aruwsa?
2.- Mä aruwaki.
1.- Akax kunarus churäma.
2.- Akaru, akax tunka kimsaqallquni.
1.- P"uq"ataw kasiru.

First questions:

1.- Kawkïr ch'uqs uka tatax alasi?
Quyu ch'uq alasi.
2.- Aljir mamax ch'uq qawq"s mayi?
Patunk mayi.
3.- Qawq"a aruws pist'arapi?
Ma aruwwa.

Second repetition:

Second repetition:

1.- Kisumasti qawq"s mayta.

2.- Kawkïrs tata.

1.- Akasti.

2.- Ukax pusiwaranqkamawa.

1.- Kimsa waranqaruy churitaxa.

2.- Janiw kasiru, kimsa waranq llatunkanir apasim.

1.- Janirakiy uk"aruxa. Kimsaqallqunirusti.

2.- Apasimay. Qawq"a kiss munta.

1.- Tunk churita. Jich"ax qawq"asa.

2.- Jich"ax qawq"äxisa? Kimsatunk kimsaqallqun waranqäxiw.

1.- P"uq"atati.

2.- P"uq"ataw kasiru

1.- Sarxä, mam.

2.- Ya kasira

Second questions:

1.- Alasirix kuns alasi?

Kis alasi.

2.- Qawq"a qullqs chur aljiriru?

Kimsa tunk kimsaqallqun waranq churi.

3.- Qawq"a kiss apasi?

Tunka kis apasi.

Third repetitions:

Ma tatax ⟨kisump ch'uqimp alañ munt⟩ siwa.

Ukat p"iyr sari.

P"iryanx ma mamat kisump ch'uqimp alasi.

Uka tatax aljir mamarux ⟨riwajit⟩ siwa.

Aljir mamax riwajt'arakiw alasiriru.

Aljir mamax sakilluruw ch'uq churi, kissti kanastaruraki.

Third questions:

1.- Mä tatax kuns alañ muni.

Mä tatax⟨kissump ch'uqimp alañ munt⟩siw.

2.- Uka tatax kawks sari?

P"iyr sari.

3.- Uka p"iryanx kuns alasi?

Kissump ch'uqimp alasi.

4.- Aljir mamax jupar riwajiti?

Jis riwajiwa.

5.- Ch'uq kunarus chur alasiriri?

Sakilluruw churi.

6.- Kiss kunarus churi?

Kaıastaruw churi.

7.- Ukatx uka tatax kawks sarxi?

Utaparuw sarxi.

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AYMARA UNIT III - Review Answer sheet

Dialogue questions

1. K"itis parinupäni?

   Manuyl Q"ispiw parinupäni.

2. Siskux jilapampir, kullakapampir yatiyaniti?

   Jisa, yatiyaniwa.

3. Tata Q"ispin ayjarunakapax sumt sarnaqi?

   Jisa, sumwa.

4. Mama Susanax k"itimpis alt"apir sari?

   Uliwyampiw sari.

5. Mama Susanax alkulamp sirwisamp alaniti?

   Janiw alankiti.

6. K"itis alkulamp sirwisamp alani.

   Tata Ciskuw alani.

7. Ạrus asukarax kawkir tintans ireqataski?

   K"uynir tintanwa.

8. Siskump Susanampix nuwyunak parinun utapar jaytawayiti?

   Jisa, jaytawayiwa.

First repetition

U. Ruwirtu, jich"ax k"itinis parinusax,yattati?

R. Jis, Manuyl Q"ispiniw, siw, parinusaxa.

U. A, jupaniti? A.

R. Jis, jupaniw, sipï.

U. Jich"ax nayax mamamampiw alt"apir sarã.

R. Walikiw, Uliwya.

Questions:

1. K"itis Uliwyampin Ruwirtumpin parinupaxa?

    Manuyl Q"ispīniw

2. K"itimpis Uliwyax alt"apir sarani?

    Ruwirtun mamapampiw alt"apir sarani.

Second repetition

R. Uliwya, niy alt"apinxtati?

U. Jis, alt"apinxtw, Ruwirtu.

R. Walikiw. A, sirwis alkul alantati?

U. Janiw, tatamaw alanin.

R. Uk"amax jiwasax parinun utap sarañani.

U. Walikiw uk"amax jina.

Questions:

1. Uliwyax sirwis alkul alaniti?

    Janiw alankiti.

2. Alkulamp sirwisamp k"itis alanini.

    Ruwirtun tatapaw alanini.

Third repetition

Sisku Mamanin Susana Qantutampin yuqapaw jaqichasin Laja markana.
Nuwyun sutipax Ruwirtu Mamani Qantuta sataw
Laja markan utji;
nuwyan sutipax Uliwya Janq'uwa,
jupax Tiwanakunkiriwa.
Uliwyan mamapax Rusintita sataw
Le pas Markan utji.
Akat kimsaqallq urüruw
Ruwirtump Uliwyamp

atapamp mamapampix

parinun utaparuw sarani.

Ruwirtux sirwisamp tintat aparapin parinupataki.

Questions:

1. K"itin yuqapas jaqichasin Laja markana?

Sisku Mamanin Susana Qantutampin yuqapawa.

2. Nuwyunx kunas sutipaxa?

Ruwirtu Mamani Qantutaw sutipaxa.

3. Nuwyanx kunas sutipaxa?

Uliwya Janq'uwa sutipaxa.

4. Uliwyax kawkinkirisa?

Tiwanakunkiriwa.

5. Ruwirtux kuns alan parinupataki?

Sirwis alani.

Fourth repetition (third dialogue)

T. Alkulamp sirwisamp alantati?

M. Janiw alankiti jumaw alanïta, jat"ïchixaya.

T. A, Jis , jat"iw, nayaw alanī. Arus asukar alantati?

M. Jis, alantw. Jich"ax ilisampir parinumpirukiw sarxañani.

T. Ña yatiyänxtwa.

M. Uk"amax mäpit.

T. Walikiw, aka q'ip k"itis apani?

M. Jupaw q'ipin; jumax k"ay apam.

T. Yasta, sarañani.

Questions:

1. Alkulamp sirwisampix jat"iti?

Jis, jat"iwa.

2. Susanax arus asukar alaniti?

   Jis, alaniwa.

3. Q'ip k"itis apani?

   Jupawa.

Fifth repetition (fourth dialogue)

T. Uliwyan mamapax niy pirtunxarakchiy, mäpit jaqichañani.

M. Walikiw, uk"amax nayax Uliwyampiw alir sarä. Jumasti?

T. Nayax parinumpir ilisampir jiskt'anī mäpit sarañataki.

M. Ya.

Paninpachaw sari, maynix yatiyir, maynisti aliri.

Ukat awkimp taykampix kutininiw.

T. Alt"apinxtati?

M. Jis, alt"apinxtwa. Jumast yatiyänxtati?

T. Jis yatiyänxtwa.

M. Uk"amax walikiw.

Questions:

1. Nayax Uliwyampit alir saräxa?

   Janiw Uliwyamp sarkätati.

2. Jupax ilisampir parinumpir jiskt'ir saraniti?

   Janiw sarkaniti, aliriw sarani.

Exercise review questions:

1. Ch'uqix sakillusankiti?

   Jis, sakillusankiwa.

2. K"itits jiwasax parltan?

   Jupat parltan.

3. K'awn jakt'tan. T'ant' jakt'tan.

   K'awnamp t'ant'amp jakt'tan.

4. Nayax jumatak jutarapīmati?

Jis, jutarapitätawa.

5. Ruwirtux tintasankaskiti?

Jis, tintasankaskiwa.

6. Kawk"ankis istallasax?

Utankiwa.

7. Jiwasax qullq kullakasar churañaniti?

Jis, churañaniwa.

8. Jiwasan markasar sartanti?

Jis, sartanwa.

9. Chachawarmiw parlt'i. Yuqap Uliwyamp jaqichani.

Chachawarmiw parlt'i yuqap Uliwyamp jaqichañataki.

10. Jupar p"usp"ur aljarapitätati?

Jis, aljarapīmawa.

11. Kawkits punch apanirapitäta?

Tintat apanirapīma

12. Jiwasan kustalasat ch'uq churi. Awayusat ch'uq churi.

Awayumpit kustalasampit ch'uq churi.

13. K"itits sirwis mayta?

Kullakamat mayta?

14. Mamitax Ruwirtutak t'ant' aparapiti?

Jis, aparapiwa.

15. Mariyax akar jutiti?

Jis, jutiwa.

16. K"itin utapats aptani?

Ruwirtun utapatwa.

18. Tintaxat kis alanirapīma.

Jis, tintamatwa.

19. Tuntap aljañani. Ch'uqip aljañani.

Tuntapamp ch'uqipamp aljañani.

20. Nayax p"iryat wayk' alanta. Tintat alanta.

P"iryampit tintampit wayk' alanta.

AYMARA UNIT IV - Review Answer sheet

Dialogue questions

1. K"itin wawaps sutiyapxi?

   Martinun wawap sutiyapxi.

   Martinumpin Julyampin wawap sutiyapxi.

2. K"itis usxatayna?

   Julyaw usxatayna

   Martinun warmipaw usxatayna.

3. Martinux kunats jan awisayani?

   Timpupaw jan utjkänti.

4. Martinun wawapax yuqallat imillacha?

   Yuqallawa.

5. Julyan mamapax yatiti?

   Janiw yatkiti.

6. Kunapacha Martinun wawap sutiyapxi?

   Sawaruw sutiyapxi.

7. Sawarut sutiyapxi?

   Jis sawaruwa.

8. K"itis jich"ax parinupaxa?

   Tuktur Jinaru Q"ispiwa

   Tuktur Jinaru Q"ispiw parinupaxa.

9. K"itis Martinun wawapan sutiyawipatak alt"apinirapi?

   Martinun mamapawa.

10. Kunapachas Martinun mamapax wakichir juti?

    Wirnis jayp'uw juti.

11. K"itis Martinun mamapar qullq chur alt"apiniñataki?

    Martinuw churi.

12. K"itis Martinur kustal apayani?

    Jilapaw apayani.

13. Martinun mamapax kuns yuqapat mayi?

Lijwan mayi.

14. Martinux mamapar lijwan churiti?

Jis churiwa.

15. Kunatakis lijwan mun Martinun mamapaxa?

Ch'uq llamaytañatakiw muni.

Ch'uq llamaytawañatakiw muni.

16. Ch'uq kunatakis Martinun mamapax llamaytawayi?

Sutiyaw ur p"ayañatakiwa.

First repetition

Y **Tata Martinux mamapampiw parlasi.**

V. Martinu, lijwan churksma uk mayt'ita.

Y. Lijwanä. Kunapachas churistax mamita?

V. Sawarurakis chursmaxä.

Y. A....jísa, Julyaw churawayätam.

V. Jumakiy churawayita, ch'uq llamaytasiwayañ munta.

Y. Kawk"ankchīy. janiw uñjkti lijwanxa, Julyaw yati.

V. T"aqtarapikitaya.

Y. Ya mamita, uk"amax t"aqtanirapīma. Akati?

V. Jis, ukawa, awayumampi mayt'awayita.

Y. Awayxa Julyaw apasi, aka kustal apasim mamita.

V. Uk"amax uk mayt'awayita.

Y. Walikiw mamita, uk"amax sawarux suyapxakīmaw.

V. Ya. Sarä.

QUESTIONS:

1. Martinun mamapax kuns mayt'asi yuqapata?

Lijwan mayt'asi.

2. Kunapachas lijwan churatayna Martinuru?

Sawaruw churatayna.

3. Martinun mamapax kunatakis lijwan muni?

Ch'uq llamaytasiwayañatakiw muni.

4. Kuns Martinux mamapatak t"aqtarapi?

Lijwan t"aqtarapi.

5. Martinux away mamapar mayt'iti?

Janiw mayt'kiti.

6. Martinun mamapax kuns apasi?

Kustal apasi.

SECOND REPETITION:

V. Martinump Julyampiw parlasipxi iliser sarañataki...

V. ...kumparinakapampiw jikisipxani.

V. Julyan kumparïpax wawan parinupawa.

Y. Julya, kuna ratus kumparinakax jutapxan ilisaru?

V. Janiw yatktti.

Y. Jiwasax ilisarukiw sarañani.

V. Walikiw.

V. A...wawatak is apayanist ukasti, kawk"ankisa?

Y. Kumpar Jinaru apayankist uka?

V. Jis, uka.

Y. Jumarurakis chursmaxä.

V. Kawk"anisä?

V. A...akaskataynaw.

Y. Yastätati, Julya, jinä.

V. Mä rat suyt'akitay, Martinu.

Y. Ratukiy jinax jayp'uchixaya.

V. Yast, jina. ...

V. Walikītti?

Y. Jis, walikītaw.

V. A ... Nutariyan papil churankitu ukast, janit uñjkta?

Y. Kumparir churañatakiw munta.

V. Janiw k"ä janq'u papiläki?

Y. Jis, ukapiniskiw, kuna papilak jupar chuririskäta.

V. Jina.

Y. Ya, jina.

QUESTIONS:

1. Martinump Julyampix kawks sarapxi?

   Ilis sarapxi.

2. Julyax kuns wawapatak t"aqasi?

   Is t"aqasi.

3. Martinux k"itirus suyt'i?

   Julyaruw suyt'i.

4. Martinux kuna papils t"aqasi?

   Nutariy papil t"aqasi.

5. Uka papilx k"itir churañatakis t"aqasi?

   Kumparipar churañatakiw t"aqasi.

THIRD REPETITION

V. Martinumpin Julyampin wawap sutiyapx sawaruxa.

V. Parinupax Tuktur Jinaru Q"ispitaynawa.

V. Is Martinur churaway ayparupataki.

V. Uka isx Martinuw wawapatak aparap utaparu.

V. **Julyar** churañataki.

V. Uk"amarak Martinun mamapax Wirnisaw jutatayn alt"apir sarañataki.

V. Savar jayp' p"ayañataki.

QUESTIONS:

1. Kunapachas Martinump Julyampix wawap sutiyapxi?

 Sawaruw sutiyapxi.

2. K"itis wawan parinupaxa?

 Tuktur Jinaru Q"ispiwa.

3. Kuns Tuktur Q"ispix Martinur churawayi?

 Is churawayi.

4. Uka is Martinux wawapatak kawkirus aparapi?

 Utaparuw aparapi.

5. Uka isx k"itirus churi?

 Julyaruw churi.

6. Kunawrasas Martinun mamapax jutatayn alt"apir sarañataki?

 Wirnisaw jutatayna.

7. Kunawrasas p"ayani?

 Sawar jayp'uw p"ayani.

--o--

Exercise review questions:

1. Nayat jumar awtut apsma?

   Jis jumaw apista / Janiw jumax apkistati.

2. Kunawrasas Kasimirax manq' p"ayi?

   Masuruw p"ayi.

3. Jumat nayar sutiyawit awisista?

   Jis nayaw awissma. / Janiw nayax awisksmati.

4. Kuna ratus jilamax ak jutani?

   Q"arüruw jutani.

5. Jupar nayar p"iryan t"aqitu?

   Jis jupawa. / Jis jupaw t"aqtam.

6. Kunapachas jupax jiwasar qullq mayt'istu?

   Pasir sawaruw mayt'istu.

7. Jupat jumar tunt pist'tam?

   Jis jupaw pist'itu / Janiw jupax pist'kituti.

8. Kunapachas nayax jumatak wawam sutiyarapīma?

   Sawaruw sutiyarapitäta.

9. Kunapachas jiwasax jupar akan t"aqañani?

   Alay wirnisaw t"aqañani.

10. Kunapachas jumax nayatak up"isinan jupar suyt'arapitäta?

    Q"arüruw suyt'arapïma.

11. Kunapachas jupax jupar lijwanap churani?

    Alay sawaruw jupax jupar lijwanap churani /Alay sawaruw churan

12. Kunapachas nayax jupan wawap sutiyäxa?

    Alay tuminkuw sutiyäta.

13. Kunapachas jupax nayatak Aymarat jupar parlarapitani?

    Juywisaw parlarapītam.

14. Kunapachas jumax jupar ch'uq aljäta?

Alay juywisaw aljä.

15. Kunapachas jupax jumatak iskinan jupar suyt'arapītam?

Q"arüruw suyt'arapitani.

AYMARA UNIT V - Review tape answer sheet

Dialogue questions

1. Marsilax kawks saratayna?

   Wisitaruw saratayna.

2. Marsilax k"itinuks saratayna?

   Kilimintinuk saratayna.

3. Kilimintix usutati?

   Jis, usutawa.

4. Kilimintirux kunas usu?

   <Taqpach kurpuw usut> siw.

5. Kilimintix wiyajataynati?

   Jis, wiyajataynawa.

6. Kawks saratayna?

   Warixan saratayna.

7. Illiman q"ipaxan k"itis ikjatayna?

   Kilimintiw.

8. Kilimintix k"itin jilapasa?

   Marsilan jilapaw.

9. Justinux k"itin chachapasa?

   Marsilan chachapaw.

10. Marsilax k"itin warmipasa?

    Justinun warmipaw.

11. K"arik"arin k"arsutarux q"ant'añati?

    Janiw q"ant'añäkiti.

First repetition:

1) Kilimintix Warixan sarasaw usuntatayna.

2) Kilimintix wali usutaw, ikiñankiw.

3) <Kawk"awjitaw sint usutu> sarakisti?

4) <Ch'illawjakiw sinti usutu> siw.

5) K"arik"arin k"arsutjamakisä.

6) Jich"ast kamacharakiñanisti?

7) Awir napun sarä, manq' apawarapĭ.

8) Ya, akax aparapīmay, <manq'asim> sätapiy.

9) Iyaw, saräxa.

10) Saramay, mäkiw yatiyität qullirinuk sarañataki.

First questions:

1. Kilimintix usutati?

   Jis, usutawa.

2. ⟨Kawk"aw sinti usutu⟩ sisa?

   ⟨Ch'illawjakiw sinti usutu⟩ siw.

3. K"arik"arin k"arsutjamati.

   Jis, k"arik"arin k"arsutjamawa.

4. Justinux manq' aparapit Kilimintitaki?

   Jis, manq' aparapiwa.

Second repetition:

1) Justinump Marsilampiw parlasipxiwKilimintir qullayañataki.

2) Marsila, Kilimintitak manq' wakicht'araptäti?

3) Jis, wakicht'araptwa.

4) Mäpita uñjir sarä, timpux janiw utjkaspati,q"arürux manq'amp jupataki apxaruwarapī.

5) Chiqa uk"amapiy. Janipuniw kuns kamsätati?

6) Janiw, janiw kuns kamskäti.

7) Nayax sararakīw kullakaxanuk jiskt'iri. Kunas walīpach k"arik"arin k"arsutataki.

8) K"arik"arin k"arsutarux ch'iyar iwisampiw qullayapxiri.

9) Uk"amax ch'iyar iwisamp t"aqtaniwayä.

10) Utjanix janiw ukatakiw sätati, janixay sum yatkarakstantixa.

11) Chiqa uk"amapiy. Uk"amax saramay(a).

12) Walikiw sarä.

13) Saramay.

Second questions

1. Marsilax Kilimintitak manq' wakicharapiti?

   Jis, wakicharapiw.

2. Justinux manq' aparapit Kiliminti aki?

   Jis, aparapiw.

3. Marsilax kawks sari?

   Kullakapanuk sari.

4. K"arik"arin k"arsutarux kunampis qullapxiri?

   Ch'iyar iwisampiw qullapxiri.

5. Justinux Kilimintir uñjir sariti?

   Jis sariw.

Third repetition:

1) Tata Kilimintix Warixan sarasinaw usuntatayna.

2) Jutxasin Illimani q"ipäxan ikjatayna.

3) Jich"ax jupax wali usutapiniw.

4) Chachawarmiw parlasipxi jupar qullayañataki.

5) Justinux usut uñjiriw sari, manq'amp apawarap(i) Kilimintitaki.

6) Ukat Justinun warmipax ch'iyar iwis t"aqiriw sararaki.

7) Jich"ax utapax ch'usakiw, janiw k"itis ukänkiti, Waywaykarisakiw ut uñjaski.

Third questions

1. Kilimintix kawk sarasina usuntatayna?

   Warixan sarasinwa.

2. Jutxasinxa kamachataynasa?

   Ikjataynawa.

3. Chachawarmix k"itir qullayañatakis parlasipxi?

   Kilimintir qullayañatakiw parlasipxi.

4. Justinux usut uñjir sariti?

   Jis, uñjir sariwa.

5. Justinux kuns aparapi Kilimintitaki?

   Manq' aparapi.

6. Marsilampin Justinumpin utapax ch'usäkiti?

   Jis, ch'usäkiw.

7. K"itis ut uñjaski?

   Waywaykarisakiw uñjaski.

Fourth repetition

1) Tata Tiwursyuw mama Mariyat ch'uq alasiwayi.
2) Winus tiyas, mama Mariya.
3) Winus tiyas, tata Tiwursuy.
4) Wali sumas ch'uqimaxä.
5) Jis, uk"amakiwa tata, mayay jiskt'asima?
6) Kunach, mama?
7) Chiqat mama Rusintitan Uliwyapax jaqichasxi?
8) Jis, jawichasxiw.
9) K"itin yuqapampirakisti?
10) Sisku Mamanin yuqapampiw. Niya mä wawänixi.
11) Jich"ast kunapachas wawap sutiyapxani. Janit yatkta?

12) Pasir p"axsiw sutiyxapxi. Tuktur Jinaru Q"ispiw sutiyi.

13) A - walikiw uk"amax. Walik awist'awayistax, tata Tiwursyu.

14) Jis, uk"amakiw, mama. Sarxä. Akat nayan ch'uqixaxa?

15) Jis, ukaw, tata.

16) Uk"amax sarawayxä, mama.

17) Sarakimay.

Fourth questions:

1. Mama Mariyax <Tata, maya jiskt'asīma> siti?

   Jis, <tata, maya jiskt'asīma> siw.

2. K"itis Sisku Mamanin yuqapamp jaqichasxi?

   Mama Rusintitan Uliwypaw jaqichasxi.

3. Kunapachas Uliwyan wawap sutïyapxi?

   Pasir P"axsiw sutiyxapxi.

4. K"itis Uliwyan wawapan parinupaxa?

   Tuktur Jinaru Q"ispiw.

5. Kuns tata Tiwursyux mama Mariyat alasi?

   Ch'uq alasi.

6. Uliwyax jaqichasxataynati?

   Jis, jaqichasxataynawa.

Dialogue questions

1. K"itis k"uch"imp iwisamp awatir anaki?

   Jakuwuw.

2. Jawkuwux <Janiw k"uch"imp anakkiristti> siti?

   Jis, siwa.

3. K"itis Jakuwutak mirint chint'arapi?

   Karlutawa.

4. K"itis Waywaykaris anump Tumaykaris anump irpxarusiwayi?

   Jakuwuw.

5. Waywaykarisamp Tumaykarisampix achjasiriti?

   Janiw achjasirīkiti.

6. Jakuwur jaq nuwasp uk"ax Waywaykarisamp Tumaykarisampix kuns kamachispa:

   Jaqiruw achjaspax.

7. K"itis iwis atirani?

   Karlutaw atirani.

8. K"itinakas iwis jarkt'anipxi?

   Paniw. Antuñump Jakuwumpiw.

9. K"itis k"aysat jarkt'ani?

   Antuñuw.

10. K"itis aksat jarkt'ani?

    Jakuwuw.

11. K"itirus Karlutax si <iwisax mistsuniw yapururak aywxataspa> sasina.

    Antuñumpir Jakuwumpiruwa.

12. K"itis qala ch"axwkam anakiyasi?

    Karlutawa.

13. Jusiyanx kawk"arus anakirītayna.

    K"ä patanakarukiw anakiritayna.

14. K"itimpis Jakuwux anaki?

    Sapakiw anaki.

First repetition:

1) Karlutax sullka jilanakapar k"uch"imp iwisamp qullur anakiyi.
2) Jakuwu, jich"ürux k"uch" anakīt k"ä pamparu.
3) Janiw k"uch"i anakkiristti. Nayax iwis anakī.
4) Kawkitxay jan anakchītati? Antuñuw iwisx anakini.
5) Ququy chint'arapit anakīpiy.
6) Ya, akax chint'arapsmaw, wal apxarusiwayäta.
7) Ananukuyasinitay.
8) Ya nayaw atiranī.
9) Ya, atirasinkakim.
10) Ukax mistsuniw, yapururaki.
11) Ya, anakīxa.
12) Anakimay, jayp'ux uñtanipxämaw.

First questions:

1. Jich"ürux kuns anakini Jakuwux?

   / K"uch" anakini.

2. K"itis iwis anakini?

   Antuñuw.

3. K"itis k"uch" anakini?

   Jakuwuw.

4. Kuns Karlutax chint'arap Jakuwutaki?

   Ququwa.

5. K"itis atirani?

Karlutawa.

Second repetition:

1) Jakuwux iwisamp k"uch"imp qullur anaki.

Waywaykaris irpxarusiwayi.

2) Jakuwu, k"itis Tumaykaris irpi?

3) Janiw uñjkti. Akankaskänway, kawkch sarxi?

4) Q"arürux jumaw iwisamp k"uch"imp anakīta.

5) Kawk"arurak anakīsti?

6) K"ä qulluruw anakīta. Tiwularaki.

7) Janiw tiwulax ukäkan utjkiti. Waywaykarisamp Tumaykarisamp irpxarusiwayä.

8) Utsti? K"itirak uñjani? Waywaykarisak irpäta. Tumaykarisax ut uñjani.

9) Iyaw, Tiwursyumpiw anakī.

10) Ukampisay anakim.

11) Ya.

Second questions:

1. Jakuwux Tumaykarisar uñjiti?

Janiw uñjkiti.

2. Jakuwux kuns q"arürux anakini?

Iwisamp k"uch"imp anakini.

3. Jakuwux kawk"arus anakini?

K"ä qulluruwa.

4. Kawkir anus Jakuwump qullur sari?

Waywaykarisawa.

5. K"itis ut uñji?

Tumaykarisawa.

6. Jakuwux <k"itimpiw anakī> sisa?

<Tiwursyumpiw anakī> siw.

Third repetition:

1) Waywaykarisampin Tumaykarisampin kuñtup kuñt'apxäma.
2) < Mä mamax sapakiw utjän mä markan> siwa.
3) < Jupax wali qamirīnw, pä patak iwisapaw utjän> siwa.
4) Ukatx pä anump uywasitayna.
5) Uka anunakapasti ak"am sutininakataynaw - Waywaykaris, Tumaykaris.
6) Uka pä anupasti wali munatäpinītaynaw, iwis awatir kunätaynaw uka anunakapax.
7) Ukat mä urux lunt"ataw uka maman utapar mantatayna, jupar jiwayañataki.
8) Lunt"atax ak"am sataynaw taykaru < Qawq"a iwisamas utji? > sasin.
9) Ukat taykax satayna < Pä patakaw utjitu > sasina.
10) Ukat lunt"atax kuchillumpiw sarxatatayna taykaru.
11) Taykax ruwt'asitaynaw lunt"ataru.
12) < Tata, janir jiwkasin pä ar arst'awayä > sasin.
13) < Arsumay> sataynaw lunt"atax.
14) Ukat taykax art'asitayna < Waywaykaris tumaykaris > sasin.
15) Ukat Waywaykarisamp Tumaykarisampix tutukinisin taykat arxatasipxatayna.
16) Ukatx Tumaykarisamp Waywaykarismpix lunt"atarukiw jiwayxapxatayna.
17) Ukch'akiw tatanak mamanak Waywaykarisampin Tumaykarisampin kuñtupax.

18) Kuñtukuñtt'irix Juwana Vasquezätwa.

Third questions:

1. Mä mamax kawk"ans sapak utjatayna?

Mä markanwa.

2. Jupax wali qamirīnti?

Jis, wali qamirīnwa.

3. Qawq"a iwisapas utjäna?

Pä patakawa.

4. Pä anupax kuna sutininakänsa?

Tumaykarisamp Waywaykarismpīnwa.

5. Uka anunakapax iwis awatirīnti?

Jis, awatirīnwa.

6. K"itis mantatayna uka maman utaparu?

Lunt"ataw.

7. Kunatakis lunt"atax mantatayna?

Jupar jiwayañatakiwa.

8. Kamsataynas lunt"atax taykaru?

< Qawq"a iwisamas utji?> sataynawa.

9. Kamsataynas taykax lunt"ataru?

< Pä patakaw utjitu > sataynawa.

10. Lunt"atax kunampis jiwayañ munatayna taykaru?

Kuchillumpiwa.

11. Kamsasas taykax ruwt'asitayna lunt"ataru?

< Tata, janir jiwkasin pä ar arst'awayä > sasin ruwt'asitayna.

12. Kamsataynas lunt"atax taykaru?

< Arsumay > sataynawa.

13. Taykax kamsasas art'asitayna?

< Waywaykaris tumaykaris> sasaw art'asitayna.

14. Waywaykarisamp Tumaykarisampix taykat arxatasipxataynati?

Jis, arxatasipxataynawa.

15. Kamachapxis lunt"atar Tumaykarisamp Waywaykarisampixa?

Jiwayxapxataynawa.

Exercise review:

1. Karlutax kawks sari?

P"iry sarpach, janiw yatktti.

2. Janiw tunt apkäti.

K"itirak apani?

3. Jupax qulliriti?

Inas qullirīchi, janiw yatktti.

4. Aymar yatichäti?

Jis, yaticham, yatiqañ munpacha.

5. Kustalak mayinī.

Lijwanast k"itirak mayinini?

6. Kunas tintan utji?

Sirwisaw utjpacha.

7. <Jupaw markar sarani > sisä.

Jiwas sarsna.

8. P'iqit ustam?

Janiw uskituti, inas jupar uschi, janiw yatktti.

9. K"ä wawax ch'uq mamapatak api, uk"am apirista.

Apaskasmä.

10. Aynachak sarä.

Amstst k"itirak sarani.

11. Nayax iwist anakīxa?

    Jis, iwis anakim, tiwularaki.

12. Jich"ürux suma urünisä, nay anakirista.

    Anakimay.

13. K"ä mamax sum sawuñ yati, uk"am sawurīsma.

    Janiw uk"amäkiristti.

14. Jupax sirwis umañ muni.

    Umaskaspä, ukaxay utjarakisä.

15. Kustalak mayinī.

    Lijwanst k"ititrak mayinini?

16. Janiw Kilimintir qullkäti.

    K"itirak qullani?

17. Nayax jupar yatiyäti?

    Jis, yatiyam, armasirakisma.

18. Kastillan yatta.

    Kastillanust kunaraki - nayax aymar yattxa.

19. Ikiw puritu.

    Jich"ast kamacharakist ikt'axay.

20. Nayax jumatakit Marsilan wawapar t'ant' churarapïma?

    Jis nayatakiwa.

21. T'ant't nayax jumatak Marsilan wawapar churarapïma?

    T'ant'wa.

22. Marsilan wawaparut nayax jumatak t'ant' churarapïma?

    Jis Marsilan wawaparuwa.

23. Nayat jumatak Marsilan wawapar t'ant' churarapïma?

    Jis jumawa.

24. Nayax churarapïmat jumatak Marsilan wawapar t'ant'xa?

    Jis churarapitätawa.

AYMARA UNIT VII

REVIEW TAPE ANSWER SHEET

Questions on basic dialogue.

1.- Pasisax kuns Karmilur churi?

Junt'u um churi.

2. Pasisax kamsasas junt'u um Karmilur churi?

⟨Karmilu, akax junt'u umam umasim, yap q"ullirix alwatxay sarchiñanix, junicha⟩ sasaw churi.

3. Karmilux - ikjarakitatsā, sartayitasmā ururakisā - siti?

Jis siwa.

4. Karmilux ikjataynati?

Jis, ikjataynawa.

5. Pasisax Jakuwur sartayiti!

Janiw sartaykiti.

6. Karmilux sapakit q"ullir sari?

Jis, sapakiw sari.

7. Pasisax kuns yapu kutitar k"umu?

Wan k"umu.

8. Karmilup Pasisamp Jakuwumpix māpitat sarxarupxi?

Jisa.

9. Pasisax kuns Karmilur churawayi.

Mirint churawayi.

10. Pasisax Karmilun mirintap k"awk"arus uskurapi?

Mantiyuruw uskurapi.

11. Karmilux kuns armt'asiwayataynа?

Rijamp lasump armt'asiwayatayna.

12. Jakuwux iwis anakiti?

Jis, anakiwa.

First repetition:

1) Chachax q"ulliriw saran sapaki.

2) Karmilu, akax junt'u umam umasim, q"ullir sarañanixayä.

3) Jis, alwat sarañani, sartayitasmä, ikjarakitätsä.

4) Jich"äskiw, ratuy sarkchiñanix.

5) Uka Jakuws sartayam wakarus liwañaw.

6) Anch"itaw sartayä.

7) Pasis, nayakiw sarä q"ulliri. Jumax wan k"umum yapu kutitaru.

8) Iyaw, jumakisay saram.

9) Jakuwusti iwisrak anakpan.

10) Walikiw, uk"amax sarxarupxañani, akax juman mirintamax.

11) Mantiyur uskurapita.

12) Jakuw, iwisampiw saräta, akax ququmax.

First questions:

1. Karmilux alwatt junt'u um umi?

Jis, alwat umi. ~ Jis, alwatwa.

2. K"itis ikjatayna?

Karmiluw ikjatayna.

3. Pasisax Jakuw sartayiti?

Jis sartayiwa.

4. Kitis wan k"umu yapu kutitaru?

Janiw yatktti.

5. K"itis mirint Karmilur churi?

Pasisaw churi.

6. Mirintx Pasisax mantiyurut uskurapi?

Jis, mantiyuruwa.

7. Jakuwur mamapax quq churiti?

Jis, churiwa.

1) Mama Pasisax wan yapu q"ullitar k"umuni.

2) Jakuwux iwisrak anakini.

3) Urupiniw ampi, wakar um umt'ayanī.

4) Jakuw impiñukiy sarxarum.

5) Wanx jak'xar jak'xaruw warnuqt'aniwayäta.

6) Iyaw,nayaw warnuqaniwayaskä.

7) Nayax saräxa. Jumanakax mäkiw sarapxäta.

8) Jakuwu, akax ququmaw.

9) Rijamp lasump armt'asiwatäta.

10) Taqraks pustucharapsmaxä.

11) Lasusti, janit uñjta?

12) Ukaxay nayraqatamana.

13) Kawki? Ak"amax chuymanixañaxä, nayras juykt'asxi, sarä.

14) Saramay, jich"ax kunrak armt'asiwaychini.

Second questions:

1. K"itis wakar um umt'ayani?

   Karmiluw umt'ayani.

2. Pasisax wanx jak'xar jak'xarut warnuqt'aniwayi?

   Jisa .~Janiw yatktti.

3. Karmilux jupanakar kamsisa?

   ⟨Jumanakax mäkiw sarapxät⟩ siwa.

4. Pasisax Jakuwur quq churiti?

   Jis, churiwa.

5. K"itis rijamp lasump armt'asiwatayna?

   Karmiluw armt'asiwatayna.

6. Lasux kawk"ankisa?

   Ukaxay nayraqatapana.

Third repetition.

1) Surwinapaw tiyupar yanapir sari, kujich apt"apipxani.

2) Winus tiyas, tiyu.

3) Winus tiyas Kasimira. Kamis kunjamaki?

4) Walik tiyu. Kujicharuw jutta.

5) Walik, walik juttax.

6) Aka marax sumaw yapux.

7) Uk"amax sarapxañaniy llamayuri.

8) Aka lijwanampiy apxart'arapit yanapirinakataki.

9) Walikiw, tiyu, nayaw qipiskä.

10) Nayax wakamp sarkä, jumax tiyamampiw jutkäta.

11) Iyaw tiyu, nanakax q"ipat jutapkä tiyaxampi.

12) Kustalamp lasumprak armanisipkasman.

13) Janiw armanipkät tiyu.

14) Mäkiw jutapxäta, sarkä.

14) Sarakimay tiyu.

Third questions:

1. Kasimirax kunarus jutatayna?

Kujicharuw jutatayna.

2. Tiyupax kamsisa?

⟨Walik walik juttax⟩ siwa.

3. Kasimirax kuns tiyupatak aparapi?

Lijwananak yanapirinakat aparapi.

4. Kasimirax lijwananak q'ipirapiti?

Jis, q'ipirapiwa.

5. Kasimirax tiyapamp q"ipatt sarapxi?

Jis, q"ipatwa.

6. Kasimiran tiyupax ⟨mäkiw jutapxät sarkä⟩ siti? 257

--Jis, siwa.

Exercise review.

1. Kuns lurta?

   Janiw kuns lurktti.

2. Jumax awt alasta.

   Jich"ax awtuniwa.

3. Tukturaw p'iqi us qullätam.

   Janiw, qullir qullitpa.

4. Kawkirus iqnuqäta?

   Janiw kawkirusa.

5. Lijwanax kawk"ankisa?

   Ukäxay uksäxan aynuqatäski.

6. K"itis Uliwyar tunt pist'ani?

   Rusintit pist'pan.

7. Pasisax ut alasi.

   Jich"ax utaniwa.

8. K"its suyta?

   Janiw k"itsa.

9. Ñiwisax away alasi.

   Jich"ax awayuniwa.

10. K"itis Pasisatak iwis awatirapini?

    Mama Lusiy awatirappan.

11. Mawrisyaw jiwasar awtut apistani.

    Janiw, Awustin apistpa.

12. K"itirus aljayta?

    Janiw k"itirusa.

13. Kuns apaskta, mama?

    Janiw kuns apktti.

14. Tumasitaw jumatak manq' p"ayarapītam.

    Janiw, Susan p"ayarapitpa.

15. Nayax is alasta.

    Jich"ax isinītwa.

16. Pasisa, nayakiw tatamat qullq mayī.

    Iyaw jumakisay mayim.

17. Nayax wak alasta.

    Jich"ax wakanītwa.

18. Ch'uqix kawk"ankisa?

    Ukaxay uksäxan uskutäski.

19. Janiw nayax sartkiristti.

    Uk"amax Jakuwuruy sartayam.

20. Kawks saräta?

    Janiw kawksa.

21. Jumax qarw alasta.

    Jich"ax qarwanītwa.

22. Awichax t'ant' mayt'asinicha?

    Inas mayt'asinchini, mayt'asirakirisä.

23. Janiw nayax yap q"ullkiristti.

    Uk"amax Ruwirtumpiy q"ulliyam.

24. Mamitax tuqisinicha?

    Inas tuqischini, tuqisirakirisä.

25. Pasisa, nayakiw t'ant' alä.

    Iyaw jumakisay alam.

26. Mama Lusiyaw jiwasatak t'ant' alarapistani.

    Janiw mamas alarapistpa.

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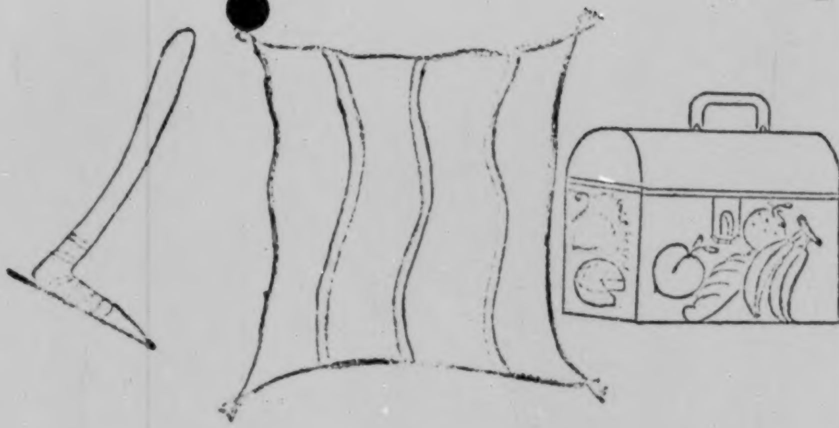

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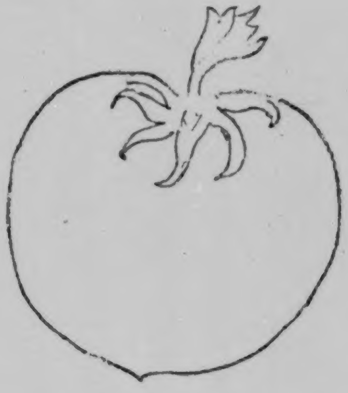

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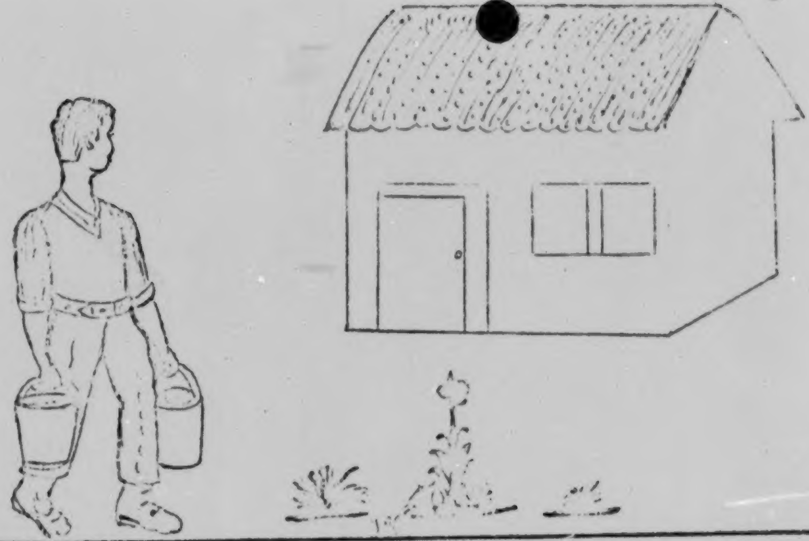

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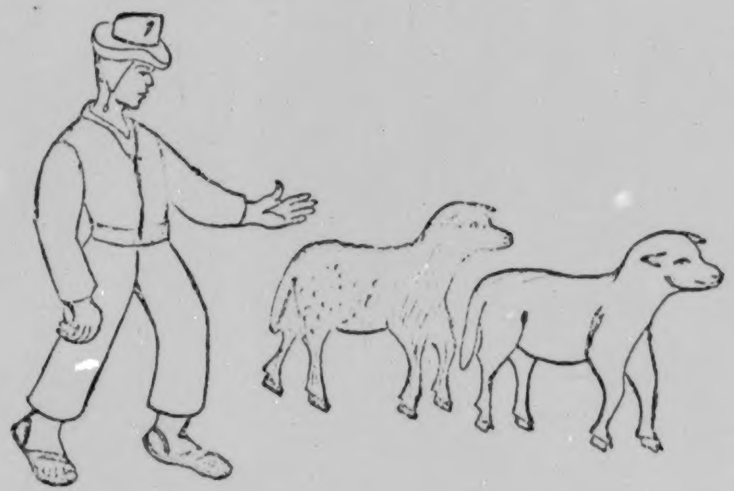


UNIT VIII
REVIEW

AYMARA UNIT VIII

REVIEW TAPE ANSWER SHEET

Questions on basic dialogue

1. Kawks tata Lukasamp mama Awustinampix sari?

   Yapuchiriw qull sari.

2. Tata Lukasax <Qawq"a yapuw> sisa?

   <Pä jisk'a yapukiw> siwa.

3. K"itis uyw anxaruyi?

   Wisintiw anxaruyi.

4. K"itis wakamp sarki?

   Tata Lukasaw wakamp sarki.

5. K"itis lijwanas, mirintas, mantiyus - ukanak api?

   Mama Awustinaw api.

6. K"itis tata Lukasar waka yapiñ yanapt'awayi?

   Uñkatas Manuyluw yanapt'awayi.

7. K"itis wan q"allani?

   Karlutaw wan q"allani.

8. Laq'ax suma ch'iyar laq'ati?

   Jis, suma ch'iyar laq'awa.

9. K"itis achun uk"ax sarasin aljanini?

   Mama Awustinaw aljanini.

10. Ch'ulluqampir juyp"impirux axsarapxiti?

    Jis, axsarapxiwa.

First repetition:

1) Chachawarmiw qull yapuchir sarapxani.

2) Chachax Lukas sataw, warmisti Awustin satarakiw.

3) Jich"ürux suma urüniw, yapuchir sarañani.

4) Alwatuqir tukuyansnati?

5) Tukuyaniñaniway, jisk'akïchiy.

6) Wakanakar Wisintix liwaraniti?

7) Nink"araw liwarani.

8) Uk"amax jīn urutataspaw.

9) Uywsti, k"itis anxaruyani?

10) Wisintiw, jupax q"ipatxay jutaskchinix.

11) Nayax sarkä, jumax jat" apanīta.

12) Jumakiy apxarusiwayamxa.

13) Jumasti, kunrak apanitasti?

14) Nayax mirintas, lijwanas, mantiyus - ukanak apanī, kunanakampcha?

15) Janiw kunampsa.

First questions:

1. Tata Lukasax <kawk sarañani> sisa?

   <Yapuchir sarañan> siw.

2. Wisintix wakanakar liwaraniti?

   Jis, liwaraniwa.

3. Uyw k"itis anxaruyi?

   Wisintiwa.

4. Mama Awustinax jat" apiti?

   Janiw apkiti.

5. Mama Awustinax kunanaks api?

   Mirintas, lijwanas, mantiyus - ukanak api.

Second repetition

1) Tata Lukasax wak yapintasirakiw, warmix purirakiw.

2) Niyarakis wak yapintasitätaxä!

3) Jis, Manuyluw yanapt'awayitu.

4) Uk"amax mäpit q allantañani.

5) Wan q"allirst achikt'aniwayasmä qarchiñaniy.

6) Asuntitanuk sararaktwa, janiw ukankataynati.

7) Uk"amax jiwasakiy lurtawañanix.

8) Walikiw, nayaw wan q"allanī.

9) Suma ch'iyar laq'asä achchin'iya.

10) Achun uk"ax nayaw sarasin aljanī, kasiraxax
<ch'uq apanītaw> situw.

11) Ch"ijch"imp juyp"inpikipiy axsarayistu.

12) Ukapī, janixä.

Second questions:

1. Tata Lukasax wak yapintasxataynati?
Jis, yapintasxataynaw.

2. K"itis tata Lukasar wak yapiñ yanapt'atayna?
Manuyluwa.

3. Asuntitax utapankaskataynati?
Janiw utapankataynati.

4. Laq'ax suma ch'iyar laq'ati?
Jisa.

5. Ch'uq achun uk"ax k"itis aljanini?
Mama Awustinaw aljanini.

Third repetition

1) Tata Lukasamp mama Awustinampiw yapuchir sarapxi.

2) Wisintimp Karlutampisti wawanakaparakiw.

3) Wisintisti wakanakaruw liwarani,

4) uyw anxaruyarakini.

5) Karlutasti tatapampir mamapampiruw yanaparakini.

6) Tata Lukasax jat" api.

7) Mama Awustinaxrakiw mantiyus, lijwanas, mirintas, ukanak api.

8) Ukatx uñkatas Manuyluw yanapt'arak(i). Wak yapiña.

9) Pä jisk'a yap   yapuchañataki.

10)   Ukatx tukuyxapxäki rakiw.

Third questions:

1. K"itinakas yapuchir sarapxi?

   Tata Lukasamp mama Awustinampiw sarapxi.

2. K"itin wawanakapas Wisintimp Karlutampixa?

   Tata Lukasampin mama Awustinampin wawanakapawa.

3. K"itis wakanakar liwarani?

   Wisintiw wakanakar liwarani

4. Tatapampir mamapampir Karlutax yanapaniti?

   Jis, yanapaniwa.

5. Yapux jisk'at jach'acha?

   Jisk'akiwa.

6. Tukuyxapxäkiti?

   Jis, tukuyxapxäkiw.

Exercise review

Section I - one sentence

1. Nayax tint sarä; ukat sirwis alanī.

Nayax tint sarasin, sirwis alanī.

Nayax tint sarasaw, sirwis alanī.

Nayat tint sarasin, sirwis alanī?

2. Lijwan mamaxat mayiniñani; ukat ch'uq llamaytaniñani.

Lijwan mamaxat mayisaw, ch'uq llamaytaniñani.

Lijwan mamaxat mayisin, ch'uq llamaytaniñani.

Lijwan mamaxat mayisin, ch'uq llamaytaniñaniti?

3. Jilamax qull sarani; ukat yap q"ulltanini.

Jilamat qull sarasin, yap q"ulltani?

Jilamax qull sarasin, yap q"ulltani.

Jilamax qull sarasaw, yap q"ulltanini.

4. Liwr altañ ukat kullakaxaruw churta.

Liwr alasaw, kullakaxar churta.

Liwr alasin, kullakaxar churta.

Liwr alasin, kullakaxar churtati?

5. Jumax markaruw sarāta; ukat jumax ch'uq aljanīta.

Jumat markar sarasin, ch'uq aljanīta?

Jumax markar sarasin, ch'uq aljanīta.

Jumax markar sarasaw, ch'uq aljanīta.

Section II - cued with drawings

1. Jumax kunanaks apta?

Nayax lijwanas mantiyus mirintas - ukanak apta.

2. Kuns munta, tumati luqutcha?

Tumat munta.

3. Akax um wayuntwa, kawk"arus wayuntawarapi:ma?

Utar wayuntawarapita.

4. Kuns anakinta, k"uchi iwischa?

Iwis anakinta.

Section III - general questions

1. Juwantix, kasirar ⟨ch'uñ aljanirapitätaw⟩ sasat si?

Jis, ⟨aljanirapitätaw⟩ sasaw si.

2. Juwantit markar sarasin, yuqap jaqichani?

Jis, jupaw sarasin jaqichani.

3. Nayax jumatak <lijwan ayanirapīmaw> sasat sisma?

Jis, <ayanirapīmaw> sasaw sista.

4. Ramusanx wak alaniristti?

Alanismaway.

Janjaw alankasmati.

5. Q"arurux mark jutiristti?

Jutasmaway.

Janjaw jutkasmati.

6. Tukturax, q"arurux ijirsisy tukuyanispati?

Tukuyaniway.

Janjaw tukuyankaspati.

7. Juwantix, q"arurux mark jutaspati?

Jutaniway.

Janjaw jutkaspati.

8. Alwatuqirux riyaluj rukuyansnati?

Tukuyanińaniway.

Janjaw tukuyansnati.

9. Alwatuqirux yap tukuyansnati?

Tukuyaniñaniway.

Janjaw tukuyanksnati.

10. Arumant"ix siwull aljasmati?

Aljäwa.

Janjaw.

11. Mäpit sarxaruñani, urüspaw.

Walikiw, uk"amax sarxaruñani.

12. Yapupar sarasaw, Awustinax yanapt'awayistani.

Walikiw, yanapt'awayistaniw.

13. Qawq"anis Aymar parlan yattan?

_____niw yattan.

14. Jumat nink"arax up"isinan parlatatawayta?

Jisa, nayäwa.

15. Jakuwux mark saraskisä, siwull aljaniwaypan.

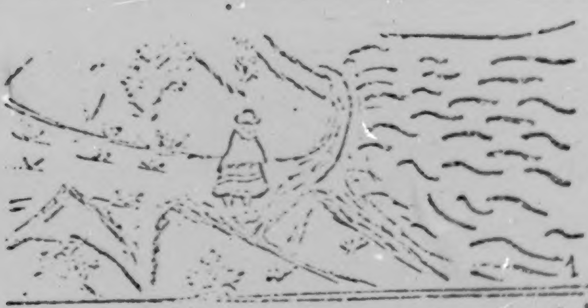
Walikiw, aljaniwayaniw.

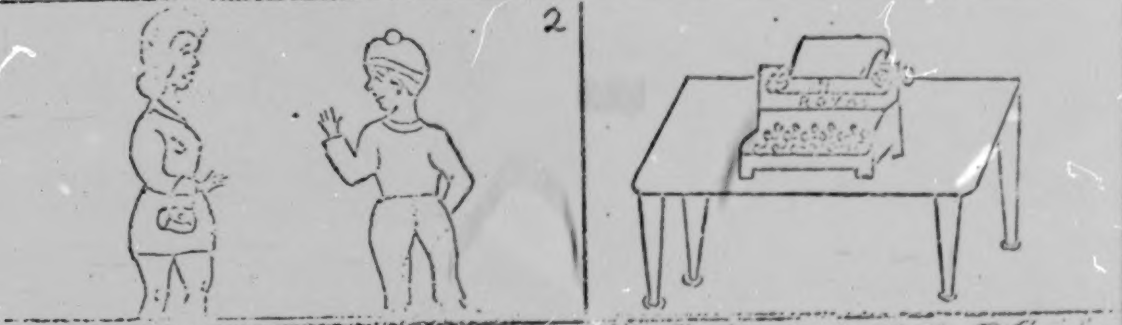
16. K"ayat akar Manuyluw Juwantitak cu'uq q'ipinirapini?

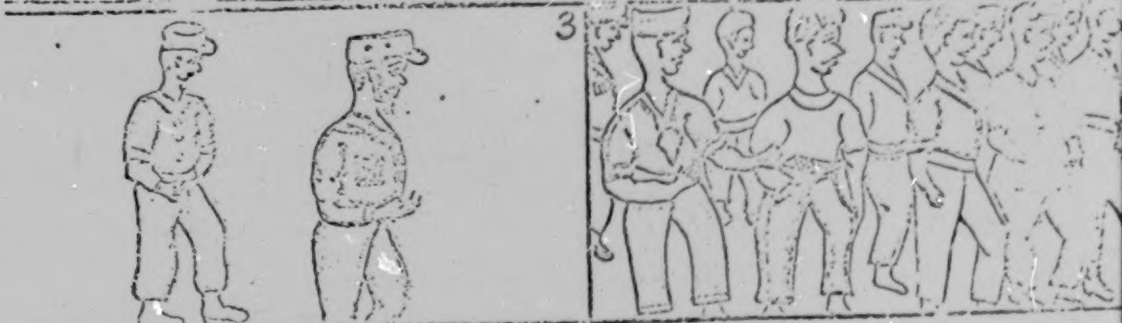
Iyaw q'ipinirapiniw.

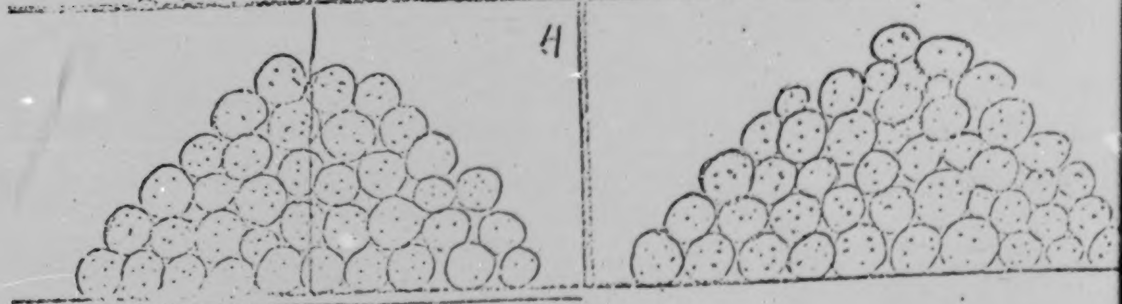
Review Tape

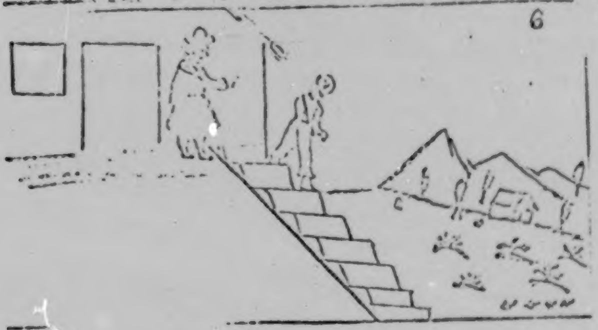
Unit IX
Review Tape











UNIT IX - REVIEW TAPE

Questions on basic dialogue.

1. K"itinakas ch'uq llamayur sarapxani?

Kalistump Justinampiw sarapxani.

2. Kalistump Justinampix mink'ampit sarapxani?

Jis, mink'ampiwa.

3. K"itirus Kalistux mink' achikt'ani?

Mama Tuminkitaruwa.

4. K"itis asn mayt'aniwayi?

Kalistuwa.

5. K"itits Kalistux asn mayt'ani?

Pirutitwa.

6. Asnux k"itinkisa?

Pirutinkiwa.

7. Kalistux ⟨kusa llamp'u urusä⟩ siti?

Jis, siwa.

8. Wakax ak"ant manq'aski?

Janiw k"äyan manq'aski.

9. Kalistux wakamp saraqawaykiti?

Jis, saraqawaykiwa.

10. Q'usni wakax k"itinkisa?

Janiw yatktti.

11. ⟨Wakax k"äyan manq'ask⟩ sit Justinaxa?

Jis, siwa.

12. Kalistux jilapan uk sarañapati?

Jis, jilapa nuk sarañapawa.

Review Dialogue - repeat:

V1 Kalistump Justinampix ch'uq llamayuriw sarapxan alwata.

Y2 Arumant" alwaw ch'uq llamayuriw sarapxañani.

V3 Walikiw, kunanaks apasiñani.

Y4 Lijwanamp kustalamp apasiñani.

V5 Alwatuqir tukuyansnati?

Y6 Tukuyaniñaniway, jisk'akichīy.

V7 Asn k"itits mayt'asiwañani?

Y8 Tata Pirutit mayt'asiwañani.

V9 Uk"amax mäpit jina.

Y10 K"ä q'usni wakax k"itinkpachasa?

V11 K"itinkapinachixay, uk"anpin manq'askiri.

Y12 Sapurupunit uk"ankiri?

V13 Jisa, jiwanixayä.

V14 Ah jis jiwakiw

Questions on review dialogue:

1. Kalistump Justinampix kun luriris sarapxani?

   Ch'uq llamayuriw sarapxani.

2. Kunawrasas sarapxani?

   Alwaw sarapxani.

3. Kalistump Justinampix k"itits asn mayt'asiwayapxi?

   Tata Pirutit mayt'asiwayapxi.

4. Q'usni wakax sapurupunit uk"an manq'iri?

   Jis, sapurupuniwa.

5. Q'usni wakax jiwakiti?

   Jis, jiwakiwa.

Story - repeat:

V1 Awichaxan kuñtup kuñt'apxäm.
V2 Jupax kimsaqallqtunk maraniw.
V3 Jupan sutipax Esperanza Manuela q"ispi v. de Vasquez sataw.
V4 Ak"am siw uka kuñtux:
V5 Nayrax mä tiwulamp mä kunturmpiw jich'a qullu k"unu patan apustapxatayna.
V6 Tiwulax ak"am sataynaw mallkuru:
V7 ⟨Mallku, aka k"unu patan awantasmati?⟩ sataynaw.
V8 Ukat mallkux satayna:
V9 ⟨Awantiristw, jumasti?⟩
V10 ⟨Nayax awantarakiristw, apustañanicha?⟩ sasina.
V11 ⟨Apustañanisay, ukatraki, tiyu.⟩
V12 ⟨Janiw, q"anäniw.
V13 Nay jiwxäxa jumaw manq'antitäta.
V14 Jum jiwxätaxa nayaw manq'antarakīm.⟩
V15 Sasaw apustapxatayna.
V16 Ukat mallkump tiwulampix k"unu patar mistupxatayna.
V17 Mallkux ch"iq"ap jant'akt'asisaw qunt'asitayna.
V18 Tiwulasti wich'ink"apampirakiw llawunt'asitayna.
V19 Ukat tiwulax satayna
V20 ⟨Mallku⟩
V21 ⟨tiyuy⟩
V22 ⟨tiyu⟩
V23⟨Mallkuy...⟩
V24⟨mallku...⟩
V25 ⟨tiyuy⟩
V26 ⟨Walikisktati?⟩
V27 ⟨Jis, Mallku.⟩

V28 ⟨tiyu⟩

V29 ⟨Tiw...⟩

V30 ⟨tiyü...⟩

V31 Tiwulax jiwxataynaw,

V32 Ukat Mallkux sartasin manq'antatayn tiwularu.

V33 ⟨Tiwulax pirtirikipiniw kawk"ans⟩ siw.

V34 Ukch"akiw kuñtux.

V35 Jumanakar kuñti kuñtt'iristi Juana Vasquezätwa.

V36 Nayampisti, mä q"ipurkama.

Questions on story:

1. K"itis Esperanza Manuela Q"ispi v. de Vasquezaxa?

   Mama Juana Vasquesan awichapawa.

2. Mama Esperanzax qawq"a maranisa?

   Kimsaqallq tunk maraniwa.

3. K"itinakxatas kuñtuxa?

   Tiwulampit kunturimpitawa.

4. Tiwulamp mallkumpix kawk"ans apustapxatayna?

   Jach'a qullu k"unu patanwa.

5. Tiwulax kamsataynas mallkuru?

   Aka k"unu patan ⟨awantasmati⟩ sataynaw.

6. Mallkux kamsataynasa?

   Awantiristw sataynaw.

7. Tiwulax kamsarakitaynasa?

   ⟨Nayax awantarakiristw⟩ sarakitaynaw.

8. Tiwulamp mallkumpix apustapxataynati?

   Jis apustapxataynaw.

9. Tiwulamp mallkumpix k"unu patar mistupxataynati?

Jis mistupxataynaw.

10. Mallkux kuns jant'akt'asitayna?

Ch"iq"ap jant'akt'asitayna.

11. Tiwulax kunampis llawunt'asitayna?

Wich'ink"apampiw llawunt'asitayna.

12. Ukat kawkiris jiwatayna?

Tiwulaw jiwatayna.

13. Apustirinakatx kawkiris mańq'antasipxatayna?

Mallkuwa.

14. K"itis pirtirixa?

Tiwulaw.

15. K"itis jumanakar kuñtt'irixa?

Mama Vasquezaw.

Exercise review questions:

1. Tiwanakkamat saräta?

Jis, Tiwanakkamaw sarä.

2. Patatuqt wiyajäta?

Jis, patatuq wiyajä.

Janiw Patatuq wiyajkäti.

3. Q"arurux yap yapuchañasati?

Jis yap yapuchañasawa.

4. Aka punchusax k"itin punchupjamasa?

Fulanun punchupjamaw.

5. Tas asaqaniwarapīmati?

Jis, asaqaniwarapita.

Jan asaqaniwarapkistati.

6. Aka ch'uspax Rusintun ch'uspapjamati?

Jis, Rusintun ch'uspapjamawa.

Janiw Rusintitan ch'usapjamäkiti.

7. Q"arurux mark sarañapati?

Jis mark sarañapawa.

8. Aka misaxax misamjamati?

Jis misaxjamawa.

Janiw misaxjamäkiti.

9. Q"arurux Susanar yanapt'añamati?

Jis Susanar yanapt'añaxawa.

Second section - answer negatively:

1. Jupax, jayp'utuqirux yap tukuyanirapistaspati?

Janjaw tukuyanirapkistaspati.

2. Jupax, jayp'utuqirux siwar p"awantanirapiristamti?

Janjaw p"awantanirapkitaspati.

3. Jumax, arumant"ix akäkar iwis anakinirapitasmati?

Janjaw anakinirapkirismati.

4. Jupax, q"arurux tunka iwis k"arsunirapiristamti?

Janjaw k"arsunirapkitaspati.

5. Jumax, alwatuqirux ch'uq llamaytanirapitasmati?

Janjaw llamaytanirapkirismati.

6. Jupax, Ramusanx wak aljanirapistaspati?

Janjaw aljanirapkistaspati.

Questions on drawings:

1. Mariyanux kawksatuqirus pasawayi?

Qutatuqiruw pasawayi.

2. Niyä sarañaniti?

Jis, mä rat suyt'it, makin mayt'asini.

3. Q"arurux panikit wiyajapxäta?

Janiw, tunkanpachaw wiyajapxä.

4. Jich"ax chikatakt aljäta?

Janiw, taqpach aljä.

5. Kawksatuqs wiyajäta?

⟨Chukiyawtuq wiyajä⟩ sistwa.

6. Nayax saraqawaykäti?

Jis saraqawaykam k"ä pampat suyt'itäta.

7. Alasirix kawksatuqits ch'uq alani?

Ururtuqit alani.

Fourth section - exercises:

1. Jumax akar jutapunirītati?

Janiw jutirīktti, jich"akipuniw jutta.

Jis jutapunirītwa.

2. Wakamp k"ä k'uchur chint'aniwasamäna.

Chint'aniwaytwa, k"ayaxay manq'aski.

3. Kullakamax kis aljapuniriti?

Janiw aljirīkiti, jich"akipuniw alji.

Jis aljapuniriwa.

4. Ch'uq llamaytasinī.

Nay llamaytanirapīma.

5. Ikit purtam?

Jis, ikiw puritu, mä rat ukt'a.

6. Aynach sarasī.

Nay sararapīma.

7. Aka away yapukam iqawayam sarasktasä.

Janiw nayax yapukam sarkäti.

Walikiw, iqawayäw.

8. Kullakamarut yanapt'anīta?

Jis, kullakaxaruw, mä rat yanapt'anï.

9. Inäsktacha, umay waytt'anirapita.

Inäsktway, waytt'anirapīmasay.

Janiw, sarañaxaw.

10. Kunürkamas jumax akankäta?

Kunürkamaw akankäxa.

11. Mä rat suyt'it kap"iy apt'asinī.

Nay apt'anirapīma.

12. Larank"ax kawksatuqins wal utjatayna?

P"lurirtuqin wal utjatayna.

13. Inäsktacha, t'ant'ay alt'anirapita.

Inäsktway, alt'anirapīmasay.

Janiw, sarañaxaw.

Dialogue questions:

1. Marujax kawks sari?

Ch'uq palljiriw sari.

2. Marujax k"itinakampis ch'uq palljir sari?

Yanapirinakampiw sari.

3. Kawkīr p"inats mama Marujax yanapirinakamp ch'uq palljapxi?

Jisk'a p"inatwa.

4. K"itis nin p"aytawayi?

Mama Marujaw alwat p"aytawayi.

5. Kuna ratus mama Marujax nin p"ayatayna?

Alwaw p"ayatayna - alwawa.

6. K"itis mirint maytaniwayxi.

Mama Marujawa.

7. Jusiyax um wayunitaynati?

Janiwum wayunkataynati, armt'aniwayataynaw.

8. K"itis um armt'asiniwayatayna?

Jusiyawa.

9. K"itinakas mirintasipxi?

Ch'uq palljirinakawa.

10. Ch'uqx mama Marujax q'ipiti?

Janiw q'ipkiti.

11. K"itis = akataq tuqisirixä jisus = si?

Tata Jusiyawa.

12. K"itis yanapirinakar juspajari?

Mama Marujawa.

First repetition:

1) Jich"ax tunka riyalujxat parlt'apxañani.
2) Chacha warmiw ch'uq palljir sarxarupxi.
3) Chachax Jusiyaw,warmisti Maruja.
4) Jupax yanapirinakampiw ch'uq palljir sarapxi.
5) Chachapasti q"ipatrak sarani.
6) Marujax chachapar ⟨um wayuñit⟩ sasaw si.
7) Ukat chachapax janiw um wayunkataynati, armt'asiniwayataynaw.
8) Ukat mama Marujax walpin kulirasi.
9) Ukat chachax ak"am siw.-
10) ⟨Ay Maruj jich"ax janiy kulirasimtixa⟩ sasaw si.
11) Ch'uq palljañ tukuyasax, mama marujax juspajarasxiw yanapirinakaru.
12) Ukat samart'asiskänwa.
13) Ukat chachax ak"am siw
14) =Maruj ch'uq q"ipxaruwayasma = sasaw si.
15) Ukat warmix si ⟨samart'asikixay mä rat, qarjaskituw⟩.
16) Ukat chachax, uk"amax =utaruy sarxamx nin p"ayiri = sasaw si.
17) Uk"am sasaxa ch'uq kustalx janipuniw q'iptañ puyrkiti.
18) Ukat ak"am sasaw sarnaqasi.
19) =Maruja aka kustalay nuktt'ita = sasaw ruwt'asi.
20) Ukat warmix ⟨janch'atati k"iwxarusimaya, janit ch'amañikt kunaraki⟩ sasaw si.

21) Ukat chachax si = akataq tuqisirixä jisus=
22) ⟨Jisus⟩ sasaw sarawayxi.
23) Ukch'akiw tunka riyalujxat kuñtuxa.

First questions:

1. Chacha warmix kawks sarxarupxi?

   Ch'uq palljiriw sarxarupxi.

2. Chachan kunas sutipaxa?

   Chachan sutipax Jusiyawa.

3. Warmin kunas sutipaxa?

   Warmin sutipax Marujawa.

4. Mama Marujax k"itimpis ch'uq palljir sarapxi?

   Yanapirinakampiwa.

5. Mama Marujax chachapar =kun wayunīt = siwa?

   =Um wayunīt=siwa.

6. Tata Jusiyax um wayuti?

   Janiw waykiti, armt'asiniwayataynaw.

7. Ch'uq palljañ tukuyasin, mama Marujax kamsis yanapirinakaru?

   =Juspajarapxätam mamanaka= siwa.

8. Marujax samart'asiti?

   Janiw samart'askiti.

9. Tata Jusiyax kustal q'ipxarusiñatak kamsisa?

   Maruja<aka kustalay nuktt'ita> siwa.

10. Kuñtux kawkīr riyalujxatasa?

    Tunka riyalujxatawa.

Second repetition:

1) Mä sapa taykaw mä p"is uywasitayn wali munata.

2) Uka p"isipasti, taykan parlatx amuyarakīn, siw.

3) Mä urux taykax pullirap ch'ukusitayna,

4) ukat ilux awujapat tukusitayna.

5) Ukat taykax =il apsusī, apsusī = sas yanatayna.

6) Janipuniw apsuñ puyrkataynat , siw.

7) ⟨Ay kamacharakīsti⟩ sataynaw.

8) ⟨Janirakis awujs apsusiñ puyrxtixä⟩ sas.

9) ⟨Ay Miliku, jumas apst'arapitasma⟩ sasaw satayna p"isir taykax.

10) Ukat p"isix satayna⟨nayraw qala, jinchuw pirqa, amparaw qutu⟩sas.

11) Ukat taykax satayna ⟨uk"am qalarakiw nayraxax tukuski.

12) Jank'ak jiwxen, Miliku, jakañ wīrax ch'amaw, Mili⟩ sasaw.

13) P"isimp taykampix parlasipxatayna.

14) Ukat Milikux satayna⟨Nayas jiwañak munxta;
janiw challarisus nayatak utjxiti⟩

15) sasarakiw Milikux satayna taykaru.

16) Ukch'akiw Milikumpit taykampit kuñtux.

17) Aka kuñtusti awichaxan kuñtupaw,

18) Sutipax Ispiransa Manuyla wiwra de Vasquez sataw.

19) Kuñt kuñtt'iristi Juwana Waskisätwa;

20) nayax Illiman kayun jilasirītwa.

21) Nayampisti q"'pürkam.

Second questions:

1. Sapa taykax kuns uywasitayna?
   Mä p"is uywasitayna.
2. Uka p"isipax taykan parlatx amuyänti?
   Jis amuyänwa.
3. Mä urux kuns taykax ch'ukusitayna?
   Pullirap ch'ukusitayna.
4. Awujapat kunas tukusxatayna?
   Iluw tukusxatayna.
5. Kuns taykax⟨apsusī,apsusī⟩ sas yanatayna?
   Il⟨apsusī,apsusī⟩ sas yanatayna.
6. Il awujar apsusiñ puyritaynati?
   Janiw puyrkataynati.
7. Kamsataynas ukatxa?
   ⟨Āy kamacharakīsti⟩ sataynaw.
8. Awuj apsusiñ puyriti?
   Janiw puyrkiti.
9. Taykax kamsataynas p"isiparu?
   ⟨Ay Miliku, jumas apst'arapitasma⟩ sasaw satayna.
10. Ukat Milikux kamsataynas taykaru?
    ⟨Nayraw qala, jinchuw pirqa, amparaw qutu⟩sataynaw.
11. Taykax, ⟨jank'ak jiwsnan jakañ wirax ch'amaw⟩siti?
    Jis, siwa.
12. Challarisux p"isitak utjaskiti?
    Janiw utjxti.
13. P"isix jiwxañ munarakiti?
    Jis, jiwxañ munarakiwa.

Exercise review questions:

1. Lapis kawk"ats aptta?

Misa patat aptta.

2. Kuchill kawk"ats aysta?

Kusinat aysta.

3. Kanast kawk"ats wayuqta?

Kayjat wayuqta.

4. P"uspur kawk"arus irantta?

Kusinaruw irantta.

5. Qawq"arus t'ant' jakjani?

Kimsaruw jakjani.

6. Nayaw jich"ax aymar qillqä

Niy qillqxiw.

7 Nanakaw jich"ax um waytanipkä

Niy waytanxapxtwa.

Walikiw waytanipkamay.

8. Jumanakaw jich"ax junt'u um churanipkäta.

Niy churanxapxiw.

Walikiw churanipkäw.

9. K"itirus jumax alujäta?

Jumanakaruw alujapxäma.

10. K"itis jumar alujätam?

Jumanakaw alujapxitäta.

11. K"itis nayar jiskt'itani?

Jupanakaw jiskt'apxätam.

12. K"itirus nayax jiskt'äxa?

Jupanakaruw jiskt'äta.

13. Papilx jupax mayat mayatt qillqarani?

Jis mayat mayat qillqarani.

Janiw mayat mayat qillqarankiti.

14. Marujat awayux iqnaqäna?

Janiw, Tuminkitaw iqnaqäna.

15. Jan nanakax jumatak uka p"inat palljarapipkiriskasamänti.

Juparakis uka(p"inat palljarapit)sisstuxä

16. Jan Siskux jiwasatak qullq maykasapänti.

Jiwasarakis(qullq mayirapit)sistanxä.

17. Makin mayt'asintwa.

Papilamp mayt'aniwasamäna.

18. Karmiluw Aymar yatichitu.

Jakuwux yaticharakiriskatamäna.

19. Masürux kunats jan mark sarta?

Awtuw jan utjkänti ukat jan sarktti.

20. Kunatakis Aymar yatiqaskta?

Wuliwy sarañatakiwa.

21. Kunarus aka markar juttan?

Aymar yatichiriw juttan.

22. Jich"amarax k"itis Wuliwy kutxani?

Tata Yapitä kutxanix Aymaras yatichañächiy.

23. Jumax kullakanītati?

Jis, kullakanītwa.

Janiw, kullakanīktti.

24. Jiwasax qawq"a ikiñanītansa?

Pä ikiñanītanwa.

25. Jumax pusi makinanītati?
Jis pusi makinanītwa.

26. Jich"ax kunxats parltan?

Turistxat parltan.

27. Kawk"arus jumatak um wayuntarapitätam?

Nayatak kusinaruw wayuntarapitütu.

28. Mama Tuminkitax awisaniwayataynati?

Janiw awisaniwaykataynati, armt'asiniwayataynaw.

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AYMARA UNIT XI

REVIEW TAPE ANSWER SHEET

Questions on basic dialogue

1. Kawksans mä tatax mä turistar yanapt'i?

   Kupakawantuqinwa.

2. Yanapir tatan kunas sutipaxa?

   Jupan sutipax Walintinu Limachiwa.

3. Turistax kuna sutinisa?

   Rusalīya Q"iyawa.

4. Uka pampan kuns jupanakax lurasipki?

   Ch'uñ ch'uñuchasipki.

5. Turistax kuns uñjañ muni?

   Ch'uñ ch'uñuchir uñjañ muni.

6. Turistax ch'uñ uñt'iti?

   Janiw uñt'kiti.

7. Ch'uñux sumati?

   Jis wali sumawa. - chayrux yämas sumapuniw.

8. Kupakawan markan kunanakas achu?

   Taqi kunaw achu, ch'uqis apillas ullukus jawasas ukanakaw achu.

9. Turistan markapan kunanakas achu?

   Yaq"a kast juyranakaw achu.

10. P"axsir k"itinaks k"itapxi?

    Astrunawtanak k"itapxi.

11. Kunarus p"axsir sarapxi uka tatanakaxa?

    Aka uraqinjamat jaqix utjaspa jan ukax Janicha uk yatiriw sarapxi.

12. Kunas uma t"iyan juq'uski?

    Tuntaw juq'uski.

13. Kunats tuntx lurapxi?

    Ch'uqitwa - ch'uqit lurapxi.

14. Kunas wañaski?

Juyp"i kayaw wañaski.

15. Juyp"i kayax ch'uqit juxuchatati?

Janiwa, apillat luxuchatawa.

16. Makinampit yapunak lurapxi?

Janiw, wakampikiw lurapxi.

17. K"itinakas wakampik lurapxi?

Achilaxan achilanakapaw wakampik lurapxi.

FIRST REPETITION:

1) Tata Sip"irinuw mama turistar yanapt'i Kupakawantuqina.

2) Tata Sip"irinu, kunas utj k"ä pampana?

3) A..jupanakax ch'uñ sillp'isipki.

4) Ch'uñ kunjäms lurapxta makinampi?

5) Juyp"iruw luxuchapxta.

6) Awir sarañan chä, tata Sip"irinu, nayax ch'uñ sillp'ir uñjañ munirista.

7) Jumanakast janit ch'uñ lurapktast, mama?

8) Janiw ch'uñ uñt'apktti.

9) Jumanakanst,mama, kuna kast juyranakarak achusti?

10) Nanakanx sanawris siwullas ripullus ch'uqis sapallus, ukanakaw achu, utjaskakiw juk'ampinakax.

11) A..akan uk"amarakikiw.

FIRST QUESTIONS:

1. Tata Sip"irinux k"itirus yanapt'i?

Mama turistaruw yanapt'i.

2. K"ä pampana kuns lurasipki?

Jupanakax ch'uñ sillp'isipki.

3. Ch'uñ kunjäms lurapxi?

Juyp"iruw luxuchapxi.

4. Mama turistax kuns uñjañ muni?

Jupax ch'uñ sillp'ir uñjañ muni.

5. Turistax ch'uñ uñt'iti, jan ukax janicha?

Turistax janiw ch'uñ uñt'kiti.

6. Mama turistan markapan kuna kast juyranakas achu?

Mama turistan markapanx taqi kunaw achu, siwullas, ripullus ch'uqis sapallus utjaskakiw juk'ampinakax.

SECOND REPETITION:

1) Tata Walintinuw may jiskt'asi mama Rusaliyar Kupakawanan.

2) Mama Rusalíya, chiqat jumanakast p"axsir jaq k"itapxtasti?

3) A..jisa, astrunawtanakax walj kutiw sarapxi.

4) Jupanakast utjirit sarapxi jan ukax kunarucha?

5) Aliq uñjt'irikiw sarapxi.

6) Uk"amax ukarukit sari.

7) Jumanakax tata Walintinu, yapunak makinampit lurapxta?

8) Janiw makinamp lurapktti, wakampikiw lurapxta.

9) Jumanakax,mama, makinampich lurapxtaxa?

10) Jis, makinakiw taqi kuns lurxi.

11) Achilaxan achilanakapaw wakamp lurapxäna.

12) Mama Rusalīya may armt'asitäta.

13) Kunrak p"axsitsti apanipxisti?

14) Mä qalak iranipxatayna.

SECOND QUESTIONS:

1. Tata Walintinux kamsasas mama Rusaliyar jiskt'i?
    ⟨Chiqat jumanakast p"axsir jaq k"itapxtasti⟩ siw.
2. Astrunawtanakax kunarus p"axsir sarapxi?
    Aliq uñjt'irikiw sarapxi.
3. Kupakawantuqinx kunampis yapunak lurapxi?
    Wakampikiw lurapxi.
4. Mama Rusaliyan achilapan achilanakapax kunampis yap lurapxäna?
    Wakampiw lurapxäna.
5. Astrunawtanakax kuns p"axsit apanipxatayna?
    Mä qal apanipxatayna.

THIRD REPETITION:

1) Aka kuñtux tunka mayan riyalujxataw.

2) Mä tataw mä turist mamar yanapt'i Kupakawantuqina.

3) Sutipax Walintinu Limachi sataw.

4) Mama turistasti Rusalīya Q"iya satarakiw.

5) Uka turist mamax ⟨ ch'uñuchir uñjañ munt⟩ siw tata Walintinuru.

6) Tata Walintinust irparakiw.

7) Ukat **uka mamax ak"am sasaw jiskt'i.**

8) ⟨Jumanakax makinampit yapunak lurapxta⟩sasa.

9) Ukat tata Walintinux ⟨janiw makinas kunas utjapkituti.

10) Wakampikiw lurapxta⟩ sasaw saraki.

11) Ukch'akiw turistampit tata Walintinumpit kuñtux.

THIRD QUESTIONS:

1. Mä tatax k"itirus yanapt'i Kupakawantuqina.
   Turist mamaruwa.
2. Uka tatanx kunas sutipaxa?
   Walintinu Limachïwa
3. Turistax kuna sutinisa?
   Rusaliya Q"iyawa
4. Turistax ⟨kun uñjañ munt⟩ sis tata Walintinuru?
   ⟨Ch'uñuchir unjañ munta⟩ siwa
5. Tata Walintinux irpiti?
   Jis irpiwa
6. Kamsasas uka turistax tata Walintinur jiskt'i?
   ⟨Jumanakax makinampit yapunak lurapxta⟩ sasaw jiskt'i
7. Tata Walintinux kunampis yap lurapxatayna?
   Wakampiw lurapxatayna

EXERCISE REVIEW

1. Papil qillqañatakix timpumax utjtamti?

   Jis, timpuxax utjituwa.

   Janiw timpuxax utjkituti.

2. Aka liwr alañatakix qullqixax utjituti?

   Jis, qullqimax utjtamwa.

   Janiw qullqimax utjktamti.

3. Uniwirsiraran yatiqañatakix qullqipax utjiti?

   Jis, qullqipax utjiwa.

   Janiw qullqipax utjkiti.

4. Wawatak is lurañatakix makinasax utjistuti?

   Jis, makinasax utjistuwa.

   Janiw makinasax utjkistuti.

5. Ch'uñ p"ayañ yattati?

   Nayrax ch'uñ p"ayañ yatiyätwa, jich"ax janiw yatxtti.

6. Patatuq sarirīyatati?

   Jis, sarirīyätwa.

   Janiw sarirīkayätti; jich"akipuniw sarta.

7. Jisk'akan uk"ax tata Pirutit jilapar uywäna?

Jis, tata Pirutiw jilapar uywäna.

Janiw tata Pirutix jilapar uywkänti.

8. Jisk'akayät uk"ax jumat nayar uywistästa?

Jis, nayaw jumar uywayäsma.

Janiw nayax jumar uywkayäsmati.

9. T"uqur uñjañ munasmati?

Jis, t"uqur uñjañ muniristwa.

Janiw t"uqur uñjañ munkiristti.

10. Kun uñjañs munasmaxa?

Ch'uñ ch'uñuchir uñjañ munirista.

11. Kunampis jaqix qillqi?

Lapisampiw qillqi.

12. Kunjämas Inklis parlirirux Aymarax yatichaña?

Walj kutiw arsuyaña, ukat yatiqayaña.

13. Kuna liwrus ukaxa?

Ukax ⟨Aymar ar yatiqañ⟩ liwruwa.

14. Qawq"a puntawulamas utjtam?

⟨Tunkaw⟩ utjitu.

15. K"itin yatichiripatasa?

Jupan yatichiripätwa.

16. Kawkir liwrus jiwasan liwrusaxa?

K"ä ch'iyar liwruwa.

17. Challwakankax sumati?

Sumawa, yämas challwakamkamp kayampix wali sumapuniw; challwakank sapax janiw sumati.

18. Nayat parlä jan ukax jumacha?

Jum parlam.

19. Jumax laranjt alanīta jan ukax mantarincha?

Mantarin alanim.

20. Kunarus alumnax iskuyl sari?

Liwrit armt'asinitayna, uk apt'asiriw sari.

21. Kunarus linkwistax pat sari?

Aymar juk'amp yatiqiriw sari.

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AYMARA UNIT XII - LINKWISTXATA

REVIEW ANSWER SHEET

Questions and answers on Basic Dialogue

1. Linkwistax patatuqin kawk"arus puri?

   Mä iskuylaruw puri.

2. Kawkirus linkwistax pipsikul alasir sari?

   Mä tintaruw sari.

3. Tintanix ukankaskänti?

   Janiw ukankkanti, jisk'a p"uchapakiw ukankaskana.

4. Pipsikulax uka tintan utjänti?

   Janiw utjkänti, yaq"a tintaruw uñtayi.

5. Kawkīr tintans utjänxa?

   Janch'a wila punkun tintanwa.

6. Linkwistax kuna sutinīnsa?

   Rich"art T"iylur sataw.

7. Tintanin p"uchapax kuna sutinisa?

   Tuluris Waraqu sataw.

8. Linkwistax kawkinkirīnsa?

   Istarusunirusankirīnwa.

9. Tulurisax kamsasas jiskt'i?

   ⟨Chiqat makinak kuns lurxi⟩ sasaw si.

10. Linkwistax kamsis?

    ⟨Janiw makin sapax lurkaspat⟩ siwa.

11. Kuns yatiñ munän linkwistax?

    Aymar yatiñ munäna.

12. Linkwistax kunampis yanaptt'añ munäna?

    Linkwistikampiw yanaptt'añ munäna.

13. Tintanin p"uchax linkwistikat yatīnti?

    Janiw yatkiti.

14. Tulurisax kamsasa linkwistikxat jiskt'i?

(kunas linkwistikax inklisat kastillanuch) sasaw si.

15. Linkwistax k"itinukarus qurpacht'aysi?

Purp"isur Mamaninukaruw qurpacht'ayasi.

16. Linkwistan markapax t"ayarakïkïnti?

Jis, uk"am t"ayarakïkïnw awisasax.

17. Linkwistax markapanx kuns parli?

Inklisak parli.

18. Tulurisax Istarusunirus sarañ muniti?

Jis, (nanakamp irpawaypxit) siw.

Jis sarañ muniwa.

Questions and answers on Review I - Mama Waskisan Riyaluxupawa.

1. Mariyax kawkirus sarxaru.

Iskuylaruw sarxaru.

2. K"itis ña iskuylar saränxa?

Mayni wawanakaw ña iskuylar sarapxänxa.

3. Jayp'ux kamsasas utapar Mariyax puri?

(Winusnuchs papasitu purinxäm) siw.

4. Tatapax kamsisa?

(Kunrak lurta, janit jallus ch'arant'ktam) siw.

5. Mariyan mamapax purxänti?

Janiw purkänti.

6. K"itis ninx p"aykütti?

Mariyawa.

7. K"itis ch'uq muntari?

Mariyaw muntari.

8. Tatapax siwar kunarus liwarani?

Wakaruw liwarani.

9. K"itis ⟨manq'ax q"atxiw, manq'asiñan⟩ si?

Mariyaw si.

10. Papasitupax kamsisa?

⟨Anch"itaw jutä, liwjkam⟩ siw.

11. K"itis palatunak jart"api?

Mariyaw jart"api.

Questions and answers on Review II - Tata Kupanan Riyaluxupawa

1. Mä tatax k"itimpis parli?

Surwinupampiw parli.

2. Kawk"ans parli?

T"ak"in parli.

3. Tata Ruwirtux jisk'a lulun kunapänsa?

Karlun tiyupänwa.

4. Karlux kawk"arus sarapxani?

Jïpiruw sarapxani.

5. Karlux kuns uñjan munäna?

Jupax tuturan qut uñjañ munäna.

6. Uñjañxat tiyupax Karlurux kamsänsa?

⟨Janis sarapkasman qaripxataw jayächixaya⟩ siw.

7. Karlux kamsasas tiyuparux jiskt'äna?

⟨Wisintimax sarit⟩ sänwa.

8. Karlun tatapax ukankaskänti?

Janiw ukankkänti.

9. Karlun tiyupax, kuna sutinïnsa?

Ruwirtu satänwa.

10. Karlun tatapax kun mayiris saräna?

Yunt mayiriw saräna.

11. K"itinuks saräna?

Tata Rusintunuk saräna.

12. ⟨Luqüyur kun satañan⟩ sänsa?

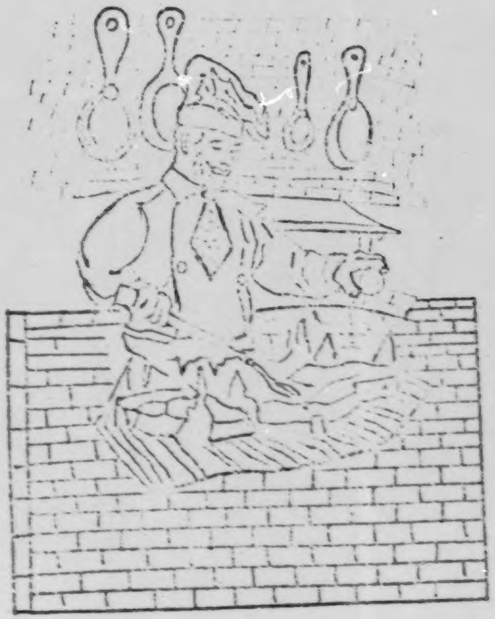
⟨Jawas satañan⟩ sänwa.

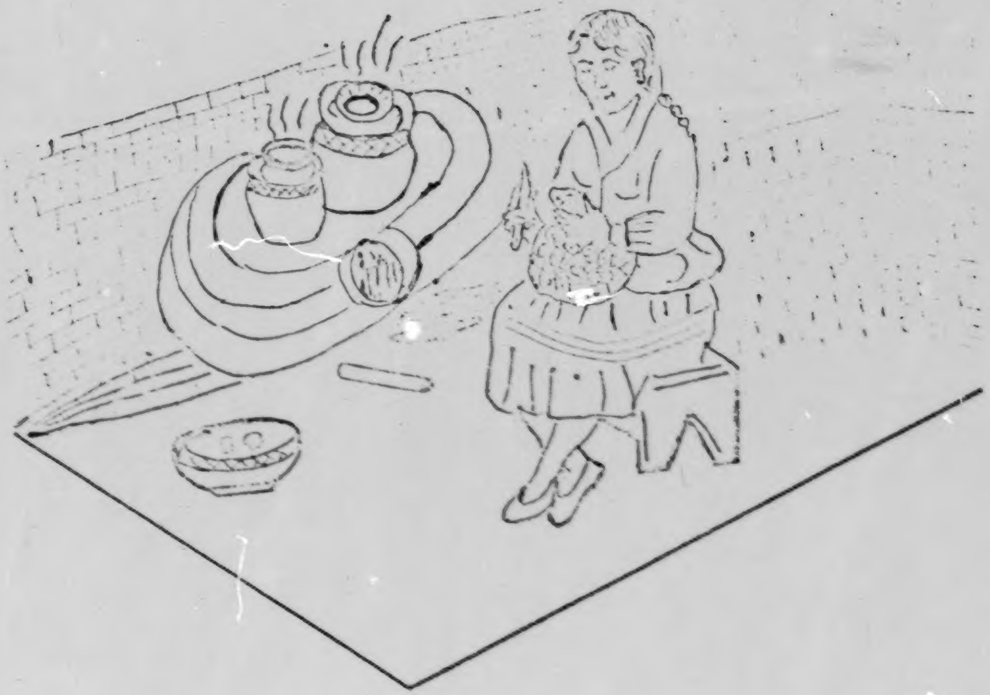
13. Karlun tatapax kawkirus yuntapx anaki?

Achakachiruw anaki.

14. Karlux tiyupatx kuns mayt'asiñ munäna?

Tutur mayt'asiñ munäna.





CHAPTER SEVEN

SUPPLEMENTARY EXERCISES

I. Pattern drills, primarily of verb forms, using simplistic redundant sentences, focusing on the complex nature of the Aymara verb inflection, for oral classrrom drill.

Unit IIP - 2 exercises
IIQ - 9 exercises
III - 2 exercises
IV - 8 exercises
V - 3 exercises
VI - 3 exercises
VII - 1 exercise
VIII - 5 exercises
IX - 1 exercise
X - 4 exercises

II. Supplementary negative verb form question and answer exercises recorded, to accompany Exercise Review Set after Unit III, p. 127 AAY, - 9 exercises.

III. Miscellaneous supplementary exercises:

-ta/ru	X time from now
-ki/-xa	reduplication
-chi	lamentor

after IIP
Set V

→V 1/2/3

-ti

Jumax uniwirsirarankasktati?

Nayax

Nayax uniwirsirarankasktti?

alujamintu

Nayax alujamintunkasktti?

Jupax

Jupax alujamintunkaskiti?

P"lurira

Jupax P"lurirankaskiti?

Nayax

Nayax P"lurirankasktti?

Wuliwya

Nayar Wuliwyankasktti?

Jumax

Jumax Wuliwyankasktati?

tinta

Jumax tintankasktati?

Nayax

Nayax tintankasktti?

aka

Nayax akankasktti?

Jumax

Jumax akankasktati?

uka

Jumax ukankasktati?

Jupax

Jupax ukankaskiti?

K"aya

Jupax k"ayankaskiti?

Nayax

Nayax k"ayankasktti?

uta

Nayax utankasktti?

Jumax

Jumax utankasktati?

after IIP
Set V

→V 1/2/3

-wa

Nayax uniwirsirarankasktwa.

alujamintu

Nayax alujamintunkasktwa.

Jumax

Jumax alujamintunkasktawa.

P"lurira

Jumax P"lurirankasktawa.

Jupax

Jupax P"lurirankaskiwa.

Wuliwya

Jupax Wuliwyankaskiwa.

Jumax

Jumax Wuliwyankasktawa.

Kalip"urña

Jumax Kalip"urñankasktawa.

Nayax

Nayax Kalip"urñankasktwa.

Jupax

Jupax Kalip"urñankaskiwa.

tinta

Jupax tintankaskiwa.

Nayax

Nayax tintankasktwa.

aka

Nayax akankasktwa.

Jumax

Jumax akankasktawa.

uka

Jumax ukankasktawa.

Nayax

Nayax ukanakasktwa.

k"aya

Nayax k"ayankasktwa.

Jupax

Jupax k"ayankaskiwa.

uta

Jupax utankasktwa.

Nayax

Nayax utankasktwa.

after IIQ
Set I

simple
2/3→3

-ti

Jumat jupar jiskt'ta?

Jupat

Jupat jupar jiskt'i?

churaña

Jupat jupar churi?

Jumat

Jumat jupar churta?

t"aqaña

Jumat jupar t"aqta?

Jupat

Jupat jupar t"aqi?

alujt'aña

Jupat jupar alujt'i?

Jumat

Jumat jupar alujt'ta?

q'ipiña[1]

Jumat jupar q'ipta.

Jupat

Jupat jupar q'ipi.

uñjaña[2]

Jupat jupar uñji?

Jumat

Jumat jupar uñjta?

t'ant' jakt'aña

Jumat jupar t'ant' jakt'ta?

Jupat

Jupat jupar t'ant' jakt'i?

awtut apaña

Jupat jupar awtut api?

Jumat

Jumat jupar awtut apta?

riwajt'aña

Jumat jupar riwajt'ta?

Jupat

Jupat jupar riwajt'i?

[1] Of course, most students are too heavy to be carried on the back; these sentences are only really normal in conversation with someone less than 4 years old, but it is used here for the students to understand the suffixes. Q'ipiña has an -i rather than the far more common -a.

[2] Unjaña with a -ru complement means 'to care for'. In the dialogue it occurred with a zero complement, thus meaning only 'to see'.

Nayaw jupar jiskt'ta.	Janiw nayax jupar jiskt'ktti.	after IIQ Set I
Jupaw	jupax	simple
Jupaw jupar jiskt'i.	Janiw jupax jupar jiskt'kiti.	1/3→3
churaña	churaña	-wa/neg.
Jupaw jupar churi.	Janiw jupax jupar churkiti.	
Nayaw	nayax	
Nayaw jupar churta.	Janiw nayax jupar churktti.	
t"aqaña	t"aqaña	
Nayaw jupar t"aqta.	Janiw nayax jupar t"aqktti.	
Jupaw	jupax	
Jupaw jupar t"aqi.	Janiw jupax jupar t"aqkiti.	
alujt'aña	alujt'aña	
Jupaw jupar alujt'i.	Janiw jupax jupar alujt'kiti.	
Nayaw	nayax	
Nayaw jupar alujt'ta.	Janiw nayax jupar alujt'ktti.	
q'ipiña	**alujt'ayasiña** mayiña	
Nayaw jupar **q'ipta.**	Janiw nayax jupar **alujt'ktti.**	
Jupaw	jupax	
Jupaw jupar **q'ipi.**	Janiw jupax jupar **alujt'kiti.**	
uñjaña	uñjaña	
Jupaw jupar uñji.	Janiw jupax jupar uñjkiti.	
Nayaw	nayax	
Nayaw jupar uñjta.	Janiw nayax jupar uñjktti.	
t'ant' jakt'aña	t'ant' jakt'aña	
Nayaw jupar t'ant' jakt'ta.	Janiw nayax jupar t'ant' jakt'ktti.	
Jupaw	jupax	
Jupaw jupar t'ant' jakt'i.	Janiw jupax jupar t'ant' jakt'kiti.	
awtut apaña	awtut apaña	
Jupaw jupar awtut api.	Janiw jupax jupar awtut apkiti.	
Nayaw	nayax	
Nayaw jupar awtut apta.	Janiw nayax jupar awtut apktti.	
riwajt'aña	riwajt'aña	
Nayaw jupar riwajt'ta.	Janiw nayax jupar riwajt'ktti.	
Jupaw	jupax	
Jupaw jupar riwajt'i.	Janiw jupax jupar riwajt'kiti.	

after IIQ
Set I

simple
1/3→3

va>neg.

Nayaw jupar jiskt'ta.

Janiw

Janiw nayax jupar jiskt'ktti.

jupax

Janiw jupax jupar jiskt'kiti.

Jisa

Jisa, jupaw jupar jiskt'i.

churaña

Jisa, jupaw jupar churi.

Janiw

Janiw jupax jupar churkiti.

nayax

Janiw nayax jupar churktti.

Jisa

Jisa, nayaw jupar churta.

t"aqaña

Jisa, nayaw jupar t"aqta.

Janiw

Janiw nayax jupar t"aqktti.

jupax

Janiw jupax jupar t"aqkiti.

Jisa

Jisa, jupaw jupar t"aqi.

alujt'aña

Jisa, jupaw jupar alujt'i.

Janiw

Janiw jupax jupar alujt!kiti.

nayax

Janiw nayax jupar alujt'ktti.

Jisa

Jisa, nayaw jupar alujt'ta.

q'ipiña

Jisa, nayaw jupar q'ipta.

Janiw

Janiw nayax jupar q'ipktti.

jupax

Janiw jupax jupar q'ipkiti.

Jisa

Jisa, jupaw jupar q'ipi.

uñjaña

Jisa, jupaw jupar uñji.

Janiw

Janiw jupax jupar uñjkiti.

nayax

Janiw nayax jupar uñjktti.

Jisa

Jisa, nayaw jupar uñjta.

t'ant' jakt'aña

Jisa, nayaw jupar t'ant' jakt'ta.

Janiw

Janiw nayax jupar t'ant' jakt'ktti.

jupax

Janiw jupax jupar t'ant' jakt'kiti.

Jisa

Jisa, jupaw jupar t'ant' jakt'i.

awtut apaña

Jisa, jupaw jupar awtut api.

Janiw

Janiw jupax jupar awtut apkiti.

nayax

Janiw nayax jupar awtut apktti.

Jisa

Jisa, nayaw jupar awtut apta.

riwajt'aña

Jisa, nayaw jupar riwajt'ta.

Janiw

Janiw nayax jupar riwajt'ktti.

jupax

Janiw jupax jupar riwajt'kiti.

Jisa

Jisa, jupaw jupar riwajt'i.

after IIQ
Set I

future
1→2/3

-ti

Nayat jumar jiskt'äma?

jupar

Nayat jupar jiskt'ä?

churaña

Nayat jupar churä?

jumar

Nayat jumar churäma ?

t"aqaña

Nayat jumar t"aqäma?

jupar

Nayat jupar t"aqä?

alujt'aña

Nayat jupar alujt'ä?

jumar

Nayat jumar alujt'äma?

q'ipiña

Nayat jumar q'ipïma.

jupar

Nayat jupar q'ipi.

uñjaña

Nayat jupar uñjä?

jumar

Nayat jumar uñjäma?

t'ant' jakt'aña

Nayat jumar t'ant' jakt'äma?

jupar

Nayat jupar t'ant' jakt'ä?

t'ant' aljaña

Nayat jupar t'ant' aljä?

jumar

Nayat jumar t'ant' aljäma?

riwajt'aña

Nayat jumar riwajt'äma?

jupar

Nayat jupar riwajt'ä?

awtut apaña

Nayat jupar awtut apä?

jumar

Nayat jumar awtut apäma?

after IIQ
Set I

future
2→1/3

-va

Jumaw nayar jiskt'itäta.

jupar

Jumaw jupar jiskt'äta.

churaña

Jumaw jupar churäta.

nayar

Jumaw nayar churitäta.

t"aqaña

Jumaw nayar t"aqitäta.

jupar

Jumaw jupar t"aqäta.

alujt'aña

Jumaw jupar alujt'äta.

nayar

Jumaw nayar alujt'itäta.

q'piña

Jumaw nayar q'ipitäta.

jupar

Jumaw jupar q'ipita.

uñjaña

Jumaw jupar uñjäta.

nayar

Jumaw nayar uñjitäta.

t'ant' jakt'aña

Jumaw nayar t'ant' jakt'itäta.

jupar

Jumaw jupar t'ant' jakt'äta.

liwr aljaña

Jumaw jupar liwr aljäta

nayar

Jumaw nayar liwr aljitäta.

ch'uqit riwajt'aña

Jumaw nayar ch'uqit riwajt'itäta.

jupar

Jumaw jupar ch'uqit riwajt'äta.

awtut apaña

Jumaw jupar awtut apäta.

nayar

Jumaw nayar awtut apitäta.

after IIQ
Set I

future
2→1/3

neg

Janiw jumax nayar jiskt'kitätati.

jupar

Janiw jumax jupar jiskt'kätati.

churaña

Janiw jumax jupar churkätati.

nayar

Janiw jumax nayar churkitätati.

t"aqaña

Janiw jumax nayar t"aqkitätati.

jupar

Janiw jumax jupar t"aqkätati.

alujt'aña

Janiw jumax jupar alujt'kätati.

nayar

Janiw jumax nayar alujt'kitätati.

q'ipiña

Janiw jumax nayar q'ipkitätati.

jupar

Janiw jumax jupar q'ipkätati.

uñjaña

Janiw jumax jupar uñjkätati.

nayar

Janiw jumax nayar uñjkitätati.

kis jakt'aña

Janiw jumax nayar kis jakt'kitätati.

jupar

Janiw jumax jupar kis jakt'kätati.

asukar aljaña

Janiw jumax jupar asukar aljkätati.

nayar

Janiw jumax nayar asukar aljkitätati.

ch'uqit riwajt'aña

Janiw jumax nayar ch'uqit riwjat'kitätati.

jupar

Janiw jumax jupar ch'uqit riwjat'kätati.

awtut apaña

Janiw jumax jupar awtut apkätati.

nayar

Janiw jumax nayar awtut apkitätati.

after IIQ
Set I

future
4/3→3

-ti

Jiwasat jupar jiskt'añani?

Jupat

Jupat jupar jiskt'ani?

churaña

Jupat jupar churani?

Jiwasat

Jiwasat jupar churañani?

t"aqaña

Jiwasat jupar t"aqañani?

Jupat

Jupat jupar t"aqani?

alujt'aña

Jupat jupar alujt'ani?

Jiwasat

Jiwasat jupar alujt'añani?

q'ipiña

Jiwasat jupar q'ipiñani?

Jupat

Jupat jupar q'ipini?

uñjana

Jupat jupar uñjani?

Jiwasat

Jiwasat jupar uñjañani?

kis jakt'aña

Jiwasat jupar kis jakt'añani?

Jupat

Jupat jupar kis jakt'ani?

ch'uq aljaña

Jupat jupar ch'uq aljani?

Jiwasat

Jiwasat jupar ch'uq aljañani?

ch'uqit riwajt'aña

Jiwasat jupar ch'uqit riwajt'añani?

Jupat

Jupat jupar ch'uqit riwajt'ani?

awtut apaña

Jupat jupar awtut apani?

Jiwasat

Jiwasat jupar awtut apañani?

after IIQ
Set I

future
1/ 2/ 3/ 4→3
1→2
2→1

-wa

Jiwasaw jupar jiskt'añani.

Jupaw

Jupaw jupar jiskt'ani.

Nayaw

Nayaw jupar jiskt'ä.

jumar

Nayaw jumar jiskt'äma.

churaña

Nayaw jumar churäma.

jupar

Nayaw jupar churä.

Jiwasaw

Jiwasaw jupar churañani.

Jumaw

Jumaw jupar churäta.

nayar

Jumaw nayar churitäta.

t"aqaña

Jumaw nayar t"aqitäta.

jupar

Jumaw jupar t"aqäta.

Jiwasaw

Jiwasaw jupar t"aqañani.

Jupaw

Jupaw jupar t"aqani.

alujt'aña

Jupaw jupar alujt'ani

Nayaw

Nayaw jupar alujt'ä.

jumar

Nayaw jumar alujt'äma.

q'ipiña

Nayaw jumar q'ipima.

jupar

Nayaw jupar q'ipi.

Jiwasaw

Jiwasaw jupar q'ipiñani.

uñjaña

Jiwasaw jupar uñjañani.

Jupaw

Jupaw jupar uñjani.

Jumaw

Jumaw jupar uñjäta.

nayar

Jumaw nayar uñjitäta

t'ant' jakt'aña

Jumaw nayar t'ant' jakt'itäta.

jupar

Jumaw jupar t'ant' jakt'äta.

asukar aljaña

Jumaw jupar asukar aljäta.

Jupaw

Jupaw jupar asukar aljani.

ch'uqit riwajt'aña

Jupaw jupar ch'uqit riwajt'ani.

after IIQ
Set I

1/2/3/4→3
1→2
2→1

neg

Janiw jiwasax jupar jiskt'kañaniti.

jupax

Janiw jupax jupar jiskt'kaniti.

jumax

Janiw jumax jupar jiskt'kätati.

nayar

Janiw jumax nayar jiskt'kitätati.

churaña

Janiw jumax nayar churkitätati.

jupar

Janiw jumax jupar churkätati.

nayax

Janiw nayax jupar churkäti.

jumar

Janiw nayax jumar churkämati.

t"aqaña

Janiw nayax jumar t"aqkämati.

jupar

Janiw nayax jupar t"aqkäti.

jiwasax

Janiw jiwasax jupar t"aqkañaniti.

jumax

Janiw jumax jupar t"aqkätati.

alujt'aña

Janiw jumax jupar alujt'kätati.

nayar

Janiw jumax nayar alujt'kitätati.

jupar

Janiw jumax jupar alujt'kätati.

jiwasax

Janiw jiwasax jupar alujt'kañaniti.

q'ipiña

Janiw jiwasax jupar q'ipkañaniti.

jupax

Janiw jupax jupar q'ipkaniti.

nayax

Janiw nayax jupar q'ipkäti.

uñjaña

Janiw nayax jupar uñjkäti.

jumar

Janiw nayax jumar uñjkämati.

rivajt'aña

Janiw nayax jumar rivajt'kämati.

jupar

Janiw nayax jupar rivajt'käti.

jupax

Janiw jupax jupar rivajt'kaniti.

jiwasax

Janiw jiwasax jupar rivajt'kañaniti.

jumax

Janiw jumax jupar rivajt'kätati.

nayar

Janiw jumax nayar rivajt'kitätati.

after unit III

all 9 persons
future

-xa/neg.

Nayax jumar ch'uq churäma.

jupar

Nayax jupar ch'uq churä.

Jumax

Jumax jupar ch'uq churäta.

Jiwasax

Jiwasax jupar ch'uq churañani.

Jupax

Jupax jupar ch'uq churani.

jumar

Jupax jumar ch'uq churätam.

nayar

Jupax nayar ch'uq churitani.

jiwasar

Jupax jiwasar ch'uq churistani.

nayar

Jupax nayar ch'uq churitani.

Jumax

Jumax nayar ch'uq churitäta.

Janiw

Janiw jumax nayar ch'uq churkitätati.

jupar

Janiw jumax jupar ch'uq churkätati.

nayax

Janiw nayax jupar ch'uq churkäti.

jiwasax

Janiw jiwasax jupar ch'uq churkañaniti.

jupax

Janiw jupax jupar ch'uq churkaniti.

jiwasar

Janiw jupax jiwasar ch'uq churkistaniti.

nayar

Janiw jupax nayar ch'uq churkituti.

jumar

Janiw jupax jumar ch'uq churkätamti.

nayax

Janiw nayax jumar ch'uq churkämati.

after Unit III

all 9 persons
future

-wa → neg.

Nayax jumar ch'uq churämawa.

Janiw

Janiw nayax jumar ch'uq churkämati.

jupar

Janiw nayax jupar ch'uq churkäti.

Jisa

Jis, nayax jupar ch'uq churäwa.

jumax

Jis, jumax jupar ch'uq churätawa.

Janiw

Janiw jumax jupar ch'uq churkätati.

jiwasax

Janiw jiwasax jupar ch'uq churkañaniti.

Jisa

Jis, jiwasax jupar ch'uq churañaniwa.

jupax

Jis, jupax jupar ch'uq churaniwa.

Janiw

Janiw jupax jupar ch'uq churkaniti.

jumar

Janiw jupax jumar ch'uq churkätamti.

Jisa

Jis, jupax jumar ch'uq churätamwa.

nayar

Jis, jupax nayar ch'uq churitaniwa.

Janiw

Janiw jupax nayar ch'uq churkitaniti.

jiwasar

Janiw jupax jiwasar ch'uq churkistaniti.

Jisa

Jis, jupax jiwasar ch'uq churistaniwa.

nayar

Jis, jupax nayar ch'uq churituwa.

Janiw

Janiw jupax nayar ch'uq churkituti

jumax

Janiw jumax nayar ch'uq churkitätati.

Jisa

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after IV

future
all 9 persons

kunapachasa

Kunapachas	nayax	jumatak jupatak	lijwanam jupar churarapïma?
Kunapachas	nayax jumax	jupatak	lijwanap jupar churarapï?
Kunapachas	jumax	jupatak nayatak	lijwanap jupar churarapïta?
Kunapachas	jumax jupax	nayatak	lijwanax jupar churarapitäta?
Kunapachas	jupax	nayatak jumatak	lijwanax jupar churarapitani?
Kunapachas	jupax	jumatak jiwasatak	lijwanam jupar churarpïtam?
Kunapachas	jupax	jiwasatak jupatak	lijwanas jupar churarapistani?
Kunapachas	jupax jiwasax	jupatak	lijwanap jupar churarapiñani?
Kunapachas	jiwasax	jupatak	lijwanap jupar churarapiñani?

after IV

simple
all 9 persons

kunapachasa

Kunapachas	nayax	jumatak	lijwanam jupar churarapsma?
		jupatak	
Kunapachas	nayax	jupatak	lijwanap jupar churarapta?
	jumax		
Kunapachas	jumax	jupatak	lijwanap jupar churarapta?
		nayatak	
Kunapachas	jumax	nayatak	lijwanax jupar churarapista?
	jupax		
Kunapachas	jupax	nayatak	lijwanax jupar churarapitu?
		jumatak	
Kunapachas	jupax	jumatak	lijwanam jupar churaraptam?
		jiwasatak	
Kunapachas	jupax	jiwasatak	lijwanas jupar churarapistu?
		jupatak	
Kunapachas	jupax	jupatak	lijwanap jupar churarapi?
	jiwasax		
Kunapachas	jiwasax	jupatak	lijwanap jupar churaraptan?

after IV
Jich"ayp'uw jumax nayatak lijwanax jupar churarapitäta. simple/future
simple/future
jupatak all 9 persons

Jich"ayp'uw jumax jupatak lijwanap jupar churarapīta. time

Wasayp'uw

Wasayp'uw jumax jupatak lijwanap jupar churarapta.

nayatak

Wasayp'uw jumax nayatak lijwanax jupar churarapista.

jupax

Wasayp'uw jupax nayatak lijwanax jupar churarapitu.

Jich"ayp'uw

Jich"ayp'uw jupax nayatak lijwanax jupar churarapitani.

jumatak

Jich"ayp'uw jupax jumatak lijwanam jupar churarapītam.

Wasayp'uw

Wasayp'uw jupax jumatak lijwanam jupar churaraptam.

jiwasatak

Wasayp'uw jupax jiwasatak lijwanas jupar churarapistu.

Jich"ayp'uw

Jich"ayp'uw jupax jiwasatak lijwanas jupar churarapistani.

jupatak

Jich"ayp'uw jupax jupatak lijwanap jupar churarapini.

Wasayp'uw

Wasayp'uw jupax jupatak lijwanap jupar churarapi.

jiwasax

Wasayp'uw jiwasax jupatak lijwanap jupar churaraptan.

Jich"ayp'uw

Jich"ayp'uw jiwasax jupatak lijwanap jupar churarapiñani.

nayax

Jich"ayp'uw nayax jupatak lijwanap jupar churarapī.

Wasayp'uw

Wasayp'uw nayax jupatak lijwanap jupar churarapta.

jumatak

Wasayp'uw nayax jumatak lijwanam jupar churarapsma.

Jich"ayp'uw

Jich"ayp'uw nayax jumatak lijwanam jupar churarapīma.

after Unit IV

future
all 9 persons

neg.

Janiw jupax jiwasar ch'uq churkistaniti.

jumar

Janiw jupax jumar ch'uq churkätamti.

nayar

Janiw jupax nayar ch'uq churkitaniti.

jupar

Janiw jupax jupar ch'uq churkaniti.

nayax

Janiw nayax jupar ch'uq churkäti.

jiwasax

Janiw jiwasax jupar ch'uq churkañaniti.

jumax

Janiw jumax jupar ch'uq churkätati.

nayar

Janiw jumax nayar ch'uq churkitätati.

jupar

Janiw jumax jupar ch'uq churkätati.

nayax

Janiw nayax jupar ch'uq churkäti.

jumar

Janiw nayax jumar ch'uq churkämati.

after Unit IV

simple
all 9 persons

neg.

Janiw jupax jiwasar ch'uq churkistuti.
jumar
Janiw jupax jumar ch'uq churktamti.
nayar
Janiw jupax nayar ch'uq churkituti.
jupar
Janiw jupax jupar ch'uq churkiti.
nayax
Janiw nayax jupar ch'uq churktti.
jiwasax
Janiw jiwasax jupar ch'uq churktanti.
jumax
Janiw jumax jupar ch'uq churktati.
nayar
Janiw jumax nayar ch'uq churkistati.
jupar
Janiw jumax jupar ch'uq churktati.
nayax
Janiw nayax jupar ch'uq churktti.
jumar
Janiw nayax jumar ch'uq churksmati.

after IV
Set I ex 4

simple
1/2→3
3→1/2
1→2
2→1

-ti

Nayat jumar lapis chursma?

jupar

Nayat jupar lapis churta?

Jumat

Jumat jupar lapis churta?

nayar

Jumat nayar lapis churista?

Jupat

Jupat nayar lapis churitu?

jumar

Jupat jumar lapis churtam?

mayt'aña

Jupat jumar lapis mayt'tam?

nayar

Jupat nayar lapis mayt'itu?

Jumat

Jumat nayar lapis mayt'ista?

jupar

Jumat jupar lapis mayt'ta?

Nayat

Nayat jupar lapis mayt'ta?

jumar

Nayat jumar lapis mayt'sma?

ch'uq

Nayat jumar ch'uq mayt'sma?

aljaña

Nayat jumar ch'uq aljsma?

jupar

Nayat jupar ch'uq aljta?

Jumat

Jumat jupar ch'uq aljta?

nayar

Jumat nayar ch'uq aljista?

Jupat

Jupat nayar ch'uq aljitu?

jumar

Jupat jumar ch'uq aljtam?

jakt'aña

Jupat jumar ch'uq jakt'tam?

t'ant'

Jupat jumar t'ant' jakt'tam?

nayar

Jupat nayar t'ant' jakt'itu?

Jumat

Jumat nayar t'ant' jakt'ista?

jupar

Jumat jupar t'ant' jakt'ta?

Nayat

Nayat jupar t'ant' jakt'ta?

jumar

Nayat jumar t'ant' jakt'sma?

pist'aña

Nayat jumar t'ant' pist'sma?

jupar

Nayat jupar t'ant' pist'ta?

Jumat

Jumat jupar t'ant' pist'ta?

nayar

Jumat nayar t'ant' pist'ista?

Jupat

Jupat nayar t'ant' pist'itu?

jumar

Jupat jumar t'ant' pist'tam?

after IV
Set I ex 4

simple
1/2→3
3→1/2
1→2
2→1

-wa

Nayaw jumar lapis chursma.
jupar
Nayaw jupar lapis churta.
Jumaw
Jumaw jupar lapis churta.
nayar
Jumaw nayar lapis churista.
Jupaw
Jupaw nayar lapis churitu.
jumar
Jupaw jumar lapis churtam.
mayt'aña
Jupaw jumar lapis mayt'tam.
nayar
Jupaw nayar lapis mayt'itu.
Jumaw
Jumaw nayar lapis mayt'ista.
jupar
Jumaw jupar lapis mayt'ta.
Nayaw
Nayaw jupar lapis mayt'ta.
jumar
Nayaw jumar lapis mayt'sma.
ch'uq
Nayaw jumar ch'uq mayt'sma.
aljaña
Nayaw jumar ch'uq aljsma.
jupar
Nayaw jupar ch'uq aljta.
Jumaw
Jumaw jupar ch'uq aljta.
nayar
Jumaw nayar ch'uq aljista.

Jupaw
Jupaw nayar ch'uq aljitu.
jumar
Jupaw jumar ch'uq aljtam.
jakt'aña
Jupaw jumar ch'uq jakt'tam.
t'ant'
Jupaw jumar t'ant' jakt'am.
nayar
Jupaw nayar t'ant' jakt'itu.
Jumaw
Jumaw nayar t'ant' jakt'ista.
jupar
Jumaw jupar t'ant' jakt'ta.
Nayaw
Nayaw jupar t'ant' jakt'ta.
jumar
Nayaw jumar t'ant' jakt'sma.
pist'aña
Nayaw jumar t'ant' pist'sma
jupar
Nayaw jupar t'ant' pist'ta.
Jumaw
Jumaw jupar t'ant' pist'ta.
nayar
Jumaw nayar t'ant' pistísta.
Jupaw
Jupaw nayar t'ant' pist'itu
jumar
Jupaw jumar t'ant' pist'tam.

after IV

simple/future
1/2/3→3
2→1
1→2

-ti
--rapi-→+-rapi

Jumax	jupar	p"usp"ur	churtati?
	jupatak		
Jumax	jupatak	p"usp"ur	churaraptati?
Papasitux			
Papasitux	jupatak	p"usp"ur	churarapiti?
		asukar	
Papasitux	jupatak	asukar	churarapiti?
	jupar		
Papasitux	jupar	asukar	churiti?
			mayt'aña
Papasitux	jupar	asukar	mayt'iti?
	jupatak		
Papasitux	jupatak	asukar	mayt'arapiti?
		qullq	
Papasitux	jupatak	qullq	mayt'arapiti?
Jumax			
Jumax	jupatak	qullq	mayt'araptati?
			mayt'arapïtati?
Jumax	jupatak	qullq	mayt'arapïtati?
Nayax			
Nayax	jupatak	qullq	mayt'arapïti?
	jumatak		
Nayax	jumatak	qullq	mayt'arapïmati?
	jumar		
Nayax	jumar	qullq	mayt'ämati?
		ch'uq	
Nayax	jumar	ch'uq	mayt'ämati?
			pist'aña
Nayax	jumar	ch'uq	pist'ämati?
	jumatak		
Nayax	jumatak	ch'uq	pist'arapïamati?
	jupatak		
Nayax	jupatak	ch'uq	pist'arapïti?
Jumax			
Jumax	jupatak	ch'uq	pist'arapïtati?

after IV

page 2

simple/future
1/2/3→3
2→1
1→2

-ti
--rapi-→+-rapi-

jupar

Jumax jupar ch'uq pist'ätati?

nayar

Jumax nayar ch'uq pist'itätati?

nayatak

Jumax nayatak ch'uq pist'arapitätati?

ak

Jumax nayatak ak pist'arapitätati?

jiskt'aña

Jumax nayatak jiskt'arapitätati?

nayar

Jumax nayar jiskt'itätati?

jupar

Jumax jupar jiskt'ätati?

jupatak

Jumax jupatak jiskt'arapītati?

Nayax

Nayax jupatak jiskt'arapīti?

jupar

Nayax jupar jiskt'äti?

jupatak

Nayax jupatak jiskt'arapīti?

jumatak

Nayax jumatak jiskt'arapīmati?

jumar

Nayax jumar jiskt'ämati?

after Unit V

saña simple
all 9 persons

-wa/-ti/-sa

Jumax jupar ⟨walikiw⟩ sasaw sista.
nayar
Jumax nayar ⟨walikiw⟩ sasaw sista.
Jupax
Jupax nayar ⟨walikiw⟩ sasaw situ.
jiwasar
Jupax jiwasar ⟨walikiw⟩ sasaw sistu.
jupar
Jupax jupar ⟨walikiw⟩ sasaw si.
Jiwasax
Jiwasax jupar ⟨walikiw⟩ sasaw jistan.
Nayax
Nayax jupar ⟨walikiw⟩ sasaw jista.
jumar
Nayax jumar ⟨walikiw⟩ sasaw jissma.
Jupax
Jupax jumar ⟨walikiw⟩ sasaw jistam.
sasat
Jupax jumar ⟨walikiw⟩ sasat jistam?
Nayax
Nayax jumar ⟨walikiw⟩ sasat jissma?
jupar
Nayax jupar ⟨walikiw⟩ sasat jista?
Jumax
Jumax jupar ⟨walikiw⟩ sasat jista?
nayar
Jumax nayar ⟨walikiw⟩ sasat sista?
Jupax
Jupax nayar ⟨walikiw⟩ sasat situ?
jiwasar
Jupax jiwasar ⟨walikiw⟩ sasat sistu?
jupar
Jupax jupar ⟨walikiw⟩ sasat si?

Jiwasax

Jiwasax jupar (walikiw) sasat sistan?

(kunaw) sasas

Jiwasax jupar (kunaw) sasas sistan?

Jupax

Jupax jupar (kunaw) sasas si?

jiwasar

Jupax jiwasar (kunaw) sasas sistu?

nayar

Jupax nayar (kunaw) sasas situ?

Jumax

Jumax nayar (kunaw) sasas sista?

jupar

Jumax jupar (kunaw) sasas jista?

Nayax

Nayax jupar (kunaw) sasas jista?

jumar

Nayax jumar (kunaw) sasas jissma?

Jupax

Jupax jumar (kunaw) sasas jistam?

after Unit V

saña review
simple/future
plain/plural

Jumax nayaruw ⟨walikiw⟩ sista.

juparuw

Jumax juparuw ⟨walikiw⟩ sista.

Nayax

Nayax juparuw ⟨walikiw⟩ sista.

Jiwasax

Jiwasax juparuw ⟨walikiw⟩ sistan.

Jupax

Jupax juparuw ⟨walikiw⟩ si.

jiwasaruw

Jupax jiwasaruw ⟨walikiw⟩ sistu.

nayaruw

Jupax nayaruw ⟨walikiw⟩ situ.

jumaruw

Jupax jumaruw ⟨walikiw⟩ sistam.

Nayax

Nayax jumaruw ⟨walikiw⟩ sissma.

Nanakax

Nanakax jumaruw ⟨walikiw⟩ sapxsma.

juparuw

Nanakax juparuw ⟨walikiw⟩ sapxta.

Jumanakax

Jumanakax juparuw ⟨walikiw⟩ sapxta.

Jiwasanakax

Jiwasanakax juparuw ⟨walikiw⟩ sapxtan.

Jupanakax

Jupanakax juparuw ⟨walikiw⟩ sapxi.

jiwasanakaruw

Jupanakax jiwasanakaruw ⟨walikiw⟩ sapxistu.

jumanakaruw

Jupanakax jumanakaruw ⟨walikiw⟩ sapxtam.

nanakaruw

Jupanakax nanakaruw ⟨walikiw⟩ sapxitu.

Jumanakax

Jumanakax nanakaruw ⟨walikiw⟩ sapxista.

Q"aruru

Jumanakax nanakaruw ⟨walikiw⟩ sapxitäta.

after Unit V

saña review
simple/future

Juparuw
Jumanakax Juparuw (walikiw) sapxäta.
Nanakax
Nanakax Juparuw (walikiw) sapxä.
Jiwasanakax
Jiwasanakax Juparuw (walikiw) sapxañani.
Jupanakax
Jupanakax Juparuw (walikiw) sapxani.
Jiwasanakaruw
Jupanakax Jiwasanakaruw (walikiw) sapxistani.
nanakaruw
Jupanakax nanakaruw (walikiw) sapxitani.
Jumanakaruw
Jupanakax Jumanakaruw (walikiw) sapxätam.
Nayax
Nayax Jumanakaruw (walikiw) sapxäma.
Jumaruw
Nayax Jumaruw (walikiw) säma.
Juparuw
Nayax Juparuw (walikiw) sä.
Jumax
Jumax Juparuw (walikiw) sasaw säta.
Jiwasax
Jiwasax Juparuw (walikiw) sasaw sañani.
Jupax
Jupax Juparuw (walikiw) sasaw sani.
Jiwasaruw
Jupax Jiwasaruw (walikiw) sistani.
Jumanaruw
Jupax Jumanaruw (walikiw) sapxätam
nayaruw
Jupax nayaruw (walikiw) sitani.
Jumax
Jumax nayaruw (walikiw) sitäta.

after Unit V
kamsaña
all 9 persons
simple

Jumax	nayar	kamsistasa?
	jupar	
Jumax	jupar	kamstasa?
Jupax		
Jupax	jupar	kamsisa?
	nayar	
Jupax	nayar	kamsitusa?
	jiwasar	
Jupax	jiwasar	kamsistusa?
	jumar	
Jupax	jumar	kamstamsa?
Nayax		
Nayax	jumar	kamssmasa?
	jupar	
Nayax	jupar	kamstsa?
Jiwasax		
Jiwasax	jupar	kamstansa?

after Unit VI

-chi future
all 9 persons

-xa

Nayax jumar suychīma.

jupar

Nayax jupar suychī.

Jumax

Jumax jupar suychīta.

Jiwasax

Jiwasax jupar suychiñani.

Jupax

Jupax jupar suychini.

jumar

Jupax jumar suychitam.

jiwasar

Jupax jiwasar suychistani.

nayar

Jupax nayar suychitani.

Jumax

Jumax nayar suychītäta.

p"ayarapiñu

Jumax nayatak p"ayarapchītäta.

jupatak

Jumax jupatak p"ayarapchīta.

Nayax

Nayax jupatak p"ayarapchī.

Jiwasax

Jiwasax jupatak p"ayarapchiñani.

Jupax

Jupax jupatak p"ayarapchini.

nayatak

Jupax nayatak p"ayarapchitani.

jiwasatak

Jupax jiwasatak p"ayarapchistani.

jumatak

Jupax jumatak p"ayarapchitam.

Nayax

Nayax jumatak p"ayarapchïma.

llamayurapiña

Nayax jumatak llamayurapchïma.

jupatak

Nayax jupatak llamayurapchï.

Jumax

Jumax jupatak llamayurapchïta.

Jiwasax

Jiwasax jupatak llamayurapchiñani.

Jupax

Jupax jupatak llamayurapchini.

jumatak

Jupax jumatak llamayurapchitam.

jiwasatak

Jupax jiwasatak llamayurapchistani.

nayatak

Jupax nayatak llamayurapchitani.

Jumax

Jumax nayatak llamayurapchïtäta.

nayar suyaña

Jumax nayar suychitäta.

after Unit VI

desiderative
1/2/3/4→3

-xa

Jumax wali sum aymar yatiqasma.

Nayax

Nayax wali sum aymar yatiqirista.

Jupax

Jupax wali sum aymar yatiqaspa.

Jiwasax

Jiwasax wali sum aymar yatiqsna.

parlaña

Jiwasax wali sum aymar parlsna.

Jupax

Jupax wali sum aymar parlaspa.

Jumax

Jumax wali sum aymar parlasma.

Nayax

Nayax wali sum aymar parlirista.

armt'asiña

Nayax aymar armt'asirista.

Janiw nayax

Janiw nayax aymar armtas'kiristti.

jumax

Janiw jumax aymar armt'askasmati.

jupax

Janiw jupax aymar armt'askaspati.

jiwasax

Janiw jiwasax aymar armt'asksnati.

sawuñ

Janiw jiwasax sawuñ armt'asksnati.

munaña

Janiw jiwasax sawuñ munksnati.

jumax

Janiw jumax sawuñ munkasmati.

nayax

Janiw nayax sawuñ munkiristti.

jupax

Janiw jupax sawuñ munkaspati.

(omit jani)

Jupax sawuñ munaspa.

Jumax

Jumax sawuñ munasma.

Nayax

Nayax sawuñ munirista.

Jiwasax

Jiwasax sawuñ munsna.

ch'uq

Jiwasax ch'uq munsna.

manq'aña

Jiwasax ch'uq manq'sna.

Jumax

Jumax ch'uq manq'asma.

Nayax
Nayax ch'uq manq'irista.

Jupax

Jupax ch'uq manq'aspa.

uñjaña

Jupax ch'uq uñjaspa.

after Unit VI

-chi
future/simple

1/2/3/4→3

-ya/-xa

note: morphophonemics in simple (*)

Uk"amax sapakis mirintaschītay.

Jupax

Uk"amax sapakis mirintaschiniy.

saraña

Uk"amax sapakis sarchiniy.

Jumax

Uk"amax sapakis sarchītay.

Nayax

Uk"amax sapakis sarchīxay.

awatiña

Uk"amax sapakis awatchīxay.

Jumax

Uk"amax sapakis awatchītay.

Jupax

Uk"amax sapakis awatchiniy.

anakiña

Uk"amax sapakis anakchiniy.

Nayax

Uk"amax sapakis anakchīxay.

Jumax

Uk"amax sapakis anakchītay.

Jiwasax

Uk"amax sapakis anakchiñaniy.

parlaña

Uk"amax sapakis parlchiñaniy

Nayax

Uk"amax sapakis parlchīxay.

Jumax

Uk"amax sapakis parlchītay.

p"ayaña

Uk"amax sapakis p"aychītay.

Nayax

Uk"amax sapakis p"aychīxay.

Jiwasax

Uk"amax sapakis p"aychiñaniy.

llamayuña

Uk"amax sapakis llamaychiñaniy.

Nayax

Uk"amax sapakis llamaychīxay.

Jumax

Uk"amax sapakis llamaychītay.

Jupax

Uk"amax sapakis llamaychiniy.

manq'aña

Uk"amax sapakis manq'chiniy.

Nayax

Uk"amax sapakis manq'chīxay.

Jumax

Uk"amax sapakis manq'chītay.

Jupax

Uk"amax sapakis manq'chiniy.

yatiqaña

Uk"amax sapakis yatiqchiniy.

Jumax

Uk"amax sapakis yatiqchītay.

after Unit VI
page 2
-chi
future/simple

1/2/3/4→3

-ya/-xa

note: morphophonemics
in simple (*)

Jumax jupar suychta. (suysta)

Nayax

Nayax jupar suychta. (suysta)

Jiwasax

Jiwasax jupar suychtan.(suystan)

Jupax

Jupax jupar suychi.

nayar

Jupax nayar suychitu.

jiwasar

Jupax jiwasar suychistu.

jumar

Jupax jumar suychtam.(suystam)

Nayax

Nayax jumar suyssma. (suyssma)

llamayurapiña

Jumax nayatak llamayurapchista.

jupatak

Jumax jupatak llamayurapchta. (*)

Nayax

Nayax jupatak llamayurapchta. (*)

Jiwasax

Jiwasax jupatak llamayurapchtan. (*)

Jupax

Jupax jupatak llamayurapchi.

nayatak

Jupax nayatak llamayurapchitu.

jiwasatak

Jupax jiwasatak llamayurapchistu.

jumatak

Jupax jumatak llamayurapchtam. (*)

Nayax

Nayax jumatak llamayurapchsma. (*)

Q"arurux

Q"arurux nayax jumatak llamayurapchīma.

after Unit VII

imperative
all 9 persons

Jum	Marsilar	t'ant' churam.
	nayar	
Jum	nayar	t'ant' churita.
Jakuw		
Jakuw	nayar	t'ant' churitpa(n)
	jiwasar	
Jakuw	jiwasar	t'ant' chur(i)stpa(n).
	Marsilar	
Jakuw	Marsilar	t'ant' churpa(n).
Jiwas		
Jiwas	Marsilar	t'ant' churañani.
Nay		
Nay	Marsilar	t'ant' churä
	jumar	
Nay	jumar	t'ant' churäma.
Jakuwuw		
Jakuwuw	jumar	t'ant' churät$\underset{\text{am.}}{\text{pa(n)}}$.
		aymar qillqarapiña
Jakuwuw	jumatak	aymar qillqarapīt$\underset{\text{am}}{\text{pa(n)}}$.
Nay		
Nay	jumatak	aymar qillqarapīma.
	Tata Yapitatak	
Nay	Tata Yapitatak	aymar qillqarapī.
Jum		
Jum	Tata Yapitatak	aymar qillqarapim.
	nayatak	
Jum	nayatak	aymar qillqarapita.

after Unit VII

imperative
all 9 persons
page 2

Mama Vasquez		
Mama Vasquez	nayatak	aymar qillqarapitpa(n).
	jiwasatak	
Mama Vasquez	jiwasatak	aymar qillqarap(i)stpa(n).
	Tata Yapitatak	
Mama Vasquez	Tata Yapitatak	aymar qillqarappa(n).
Jiwas		
Jiwas	Tata Yapitatak	aymar qillqarapiñani.
		p'iqi us qullaña
Jiwas	Tata Yapitar	p'iqi us qullañani.
Qullir		
Qullir	Tata Yapitar	p'iqi us qullpa(n).
	jiwasar	
Qullir	jiwasar	p'iqi us qull(i)stpa(n).
	nayar	
Qullir	nayar	p'iqi us qullitpa(n).
Jum		
Jum	nayar	p'iqi us qullita.
	usutar	
Jum	usutar	p'iqi us qullam.
Nay		
Nay	usutar	p'iqi us qullä.
	jumar	
Nay	jumar	p'iqi us qulläma.
Qulliriw		
Qulliriw	jumar	p'iqi us qullätpa(n) am.
		asnut k"umuña
Qulliriw	jumar	asnut k"umütpa(n) am.
Nay		
Nay	jumar	asnut k"umüma.
	wawar	
Nay	wawar	asnut k"umü.

Jum

Jum wawar asnut k"umum.

nayar

Jum nayar asnut k"umuta.

Qullir

Qullir nayar asńut k"umutpa(n)

jiwasar

Qullir jiwasar asnut k"um(u)stpa(n).

wawar

Qullir wawar asnut k"umpa(n).

Jiwas

Jiwas wawar asnut k"umuñani.

Form list - churaña:

Nay churä .	Nay jumar churäma.	Jup nayar churitpan.
Jum churam.	Jum nayar churita.	Jup jiwasar chur(i)stpa.
Jup churam.		
Jiwas churañani.		Jupaw jumar churätam.
		Jupaw jumar churätpan.

after Unit VIII

desiderative
1,2,3,4→3

Jiwasax, alwatuqirux yap tukuyansnati?

Jupax

Jupax, alwatuqirux yap tukuyanispati?

Jumax

Jumax, alwatuqirux yap tukuyanismati?

Nayax

Nayax, alwatuqirux yap tukuyaniristti?

q"ulltaniña

Nayax, alwatuqirux yap q"ulltaniristti?

Jumax

Jumax, alwatuqirux yap q"ulltanismati?

Jiwasax

Jiwasax, alwatuqirux yap q"ulltansnati?

Jupax

Jupax, alwatuqirux yap q"ulltanispati?

siwull aljaniña

Jupax, alwatuqirux siwull eljanispati?

Jiwasax

Jiwasax, alwatuqirux siwull aljansnati?

Nayax

Nayax, alwatuqirux siwull aljaniristti?

Jumax

Jumax, alwatuqirux siwull aljanismati?

after Unit VIII

negative
desiderative
1,2,3,4→3

Jiwasax, janjaw tukuyanksnati.

Jupax

Jupax, janjaw tukuyankaspati.

Jumax

Jumax, janjaw tukuyankasmati.

Nayax

Nayax, janjaw tukuyankiristti.

q"ulltaniña

Nayax, janjaw q"ulltankiristti.

Jumax

Jumax, janjaw q"ulltankasmati.

Jiwasax

Jiwasax, janjaw q"ulltanksnati.

Jupax

Jupax, janjaw q"ulltankaspati.

aljaniña

Jupax, janjaw aljankaspati.

Jiwasax

Jiwasax, janjaw aljanksnati.

Nayax

Nayax, janjaw aljankiristti.

Jumax

Jumax, janjaw aljankasmati.

after Unit VIII

future
all 9 persons

-ni-
-waya-
-xaru-
-nta-

Jumaw jupar irpanïta.

nayar

Jumaw nayar irpanitäta.

Jupaw

Jupaw nayar irpanitani.

jiwasar

Jupaw jiwasar irpanistani.

jupar

Jupaw jupar irpanini.

Jiwasaw

Jiwasaw jupar irpaniñani.

Nayaw

Nayaw jupar irpanï.

jumar

Nayaw jumar irpanïma.

Jupaw

Jupaw jumar irpanïtam.

irpawayaña

Jupaw jumar irpawayatam.

Nayaw

Nayaw jumar irpawayäma.

jupar

Nayaw jupar irpawayä.

Jumaw

Jumaw jupar irpawayäta.

nayar

Jumaw nayar irpawayitäta.

Jupaw

Jupaw nayar irpawayitani.

jiwasar

Jupaw jiwasar irpawayistani.

jupar

Jupaw jupar irpawayani.

Jiwasaw

Jiwasaw jupar irpawayañani.

irpaniwayaña

Jiwasaw jupar irpaniwayañani.

Jupaw

Jupaw jupar irpaniwayani.

jiwasar

Jupaw jiwasar irpaniwayistani.

nayar

Jupaw nayar irpaniwayitani.

Jumaw

Jumaw nayar irpaniwayitäta.

jupar

Jumaw jupar irpaniwayäta.

Nayaw

Nayaw jupar irpaniwayä.

jumar

Nayaw jumar irpaniwayäma.

Jupaw

Jupaw jumar irpaniwayätam.

irpxaruña

Jupaw jumar irpxarütam.

Nayaw

Nayaw jumar irpxarüma.

jupar

Nayaw jupar irpxarü.

Jumaw

Jumaw jupar irpxarüta.

nayar

Jumaw nayar irpxarutäta.

page 2

after Unit VIII

future
all 9 persons

-ni-
-waya-
-xaru-
-nra-

Jupaw		
Jupaw	nayar	irpxarutani.
	jiwasar	
Jupaw	jiwasar	irpxarustani.
	jupar	
Jupaw	jupar	irpxaruni.
Jiwasaw		
Jiwasaw	jupar	irpxaruñani.
		irpantaña
Jiwasaw	jupar	irpantañani.
Jupaw		
Jupaw	jupar	irpantani.
	jiwasar	
Jupaw	jiwasar	irpantistani.
	nayar	
Jupaw	nayar	irpantitani.
Jumaw		
Jumaw	nayar	irpantitäta.
	jupar	
Jumaw	jupar	irpantäta.
Nayaw		
Nayaw	jupar	irpantä.
	jumar	
Nayaw	jumar	irpantäma.
Jupaw		
Jupaw	jumar	irpantätam.

after Unit VIII

future
all 9 persons

-rapi-
-ni->-waya->-niwaya-
-nta->
-xaru->
-tata->
(-xaru-)-ya->
-tu- + -t'a-

Jumaw Jupatak apanirapĩta.

nayatak

Jumaw nayatak apanirapitãta.

Jupaw

Jupaw nayatak apanirapitani.

Jiwasatak

Jupaw Jiwasatak apanirapistani.

Jupatak

Jupaw Jupatak apanirapini.

Jiwasaw

Jiwasaw Jupatak apanirapiñani.

Nayaw

Nayaw Jupatak apanirapĩ.

Jumatak

Nayaw Jumatak apanirapĩma.

Jupaw

Jupaw Jumatak apanirapĩtam.

apawayarapiña

Jupaw Jumatak apawayarapĩtam.

Nayaw

Nayaw Jumatak apawayarapĩma.

Jupatak

Nayaw Jupatak apawayarapĩ.

Jumaw

Jumaw Jupatak apawayarapĩta.

nayatak

Jumaw nayatak apawayarapitãta.

Jupaw

Jupaw nayatak apawayarapitani.

Jiwasatak

Jupaw Jiwasatak apawayarapistani.

Jupatak

Jupaw Jupatak apawayarapini.

Jiwasaw

Jiwasaw Jupatak apawayarapiñani.

apaniwayarapiña

Jiwasaw Jupatak apaniwayarapiñani.

page 2
after Unit VIII

future
all 9 persons

-rapi-
-ni->-waya->-niwaya-
-nta->
-xaru->
-tata->
(-xaru-)-ya->
-ta- + -t'a-

Jupaw		
Jupaw	jupatak	apaniwayarapini.
	jiwasatak	
Jupaw	jiwasatak	apaniwayarapistani.
	nayatak	
Jupaw	nayatak	apaniwayarapitani.
Jumaw		
Jumaw	nayatak	apaniwayarapitäta.
	jupatak	
Jumaw	jupatak	apaniwayarapīta.
Nayaw		
Nayaw	jupatak	apaniwayarapī.
	jumatak	
Nayaw	jumatak	apaniwayarapīma.
Jupaw		
Jupaw	jumatak	apaniwayarapītam.
		apantaniwayarapiña
Jupaw	jumatak	apantaniwarapītam.
Nayaw		
Nayaw	jumatak	apantaniwarapīma.
	jupatak	
Nayaw	jupatak	apantaniwarapī.
Jumaw		
Jumaw	jupatak	apantaniwarapītä.
	nayatak	
Jumaw	nayatak	apantaniwarapitäta.
Jupaw		
Jupaw	nayatak	apantaniwarapitani.
	jiwasatak	
Jupaw	jiwasatak	apantaniwarapistani.
	jupatak	
Jupaw	jupatak	apantaniwarapini.
Jiwasaw		
Jiwasaw	jupatak	apantaniwarapini.

page 3

future
all 9 persons

-rapi-
-ni->-waya->-niwaya-
-nta->
-xaru->
-tata->
(-xaru-)-ya->
-ta- + -t'a

apxaruniwayarapiña

Jiwasaw Jupatak apxaruniwarapiñani.

Jupaw

Jupaw jupatak apxaruniwarapini.

jiwasatak

Jupaw jiwasatak apxaruniwarapistani.

nayatak

Jupaw nayatak apxaruniwarapitani.

Jumaw

Jumaw nayatak apxaruniwarapitäta.

jupatak

Jumaw jupatak apxaruniwarapīta.

Nayaw

Nayaw jupatak apxaruniwarapī.

jumatak

Nayaw jumatak apxaruniwarapīma.

Jupaw

Jupaw jumatak apxaruniwarapītam.

papil apatatawayarapiña

Jupaw Jumatak papil apatatawarapītam.

Nayaw

Nayaw Jumatak papil apatatawarapīma.

jupatak

Nayaw jupatak papil apatatawarapī.

Jumaw

Jumaw jupatak papil apatatawarapīta.

nayatak

Jumaw nayatak papil apatatawarapitäta.

Jupaw

Jupaw nayatak papil apatatawarapitani.

jiwasatak

Jupaw jiwasatak papil apatatawarapistani.

jupatak

Jupaw jupatak papil apatatawarapistani.

after Unit VIII

future
all 9 persons

-rapi-
-ni->-waya->-niwaya-
-nta->
-xaru->
-tata->
(-xaru-)-ya->
-ta + -t'a

Jiwasaw ,

Jiwasaw jupatak papil apatatawarapiñani.

lijwan ayxaruyarapiña

Jiwasaw jupatak lijwan ayxaruyarapiñani.

Jupaw

Jupaw jupatak lijwan ayxaruyarapini.

jiwasatak

Jupaw jiwasatak lijwan ayxaruyarapistani.

nayatak

Jupaw nayatak lijwan ayxaruyarapitani.

Jumaw

Jumaw nayatak lijwan ayxaruyarapitäta.

jupatak

Jumaw jupatak lijwan ayxaruyarapīta.

Nayaw

Nayaw jupatak lijwan ayxaruyarapī.

jumatak

Nayaw jumatak lijwan ayxaruyarapīma.

Jupaw

Jupaw jumatak lijwan ayxaruyarapītam.

aptt'aniwarapiña

Jupaw jumatak aptt'aniwarapītam.

Nayaw

Nayaw jumatak aptt'aniwarapīma.

jupatak

Nayaw jupatak aptt'aniwarapī.

Jumaw

Jumaw jupatak aptt'aniwarapīta.

nayatak

Jumaw nayatak aptt'aniwarapitäta.

Jupaw

Jupaw nayatak aptt'aniwarapitani.

jiwasatak

Jupaw jiwasatak aptt'aniwarapistani.

Jupatak

Jupaw jupatak aptt'aniwarapini.

Jiwasaw

Jiwasaw jupatak aptt'aniwarapiñani.

after Unit VIII

imperative
all 9 persons

-niwaya-
subordinate simple

Jumax	mark sarasktasä	Jupar	yanapt'aniwayam.
		nayar	
Jumax	mark sarasktasä	nayar	yanapt'aniwayita.
Jupax			
Jupax	mark saraskisä.	nayar	yanapt'aniwayitpa.
		jiwasar	
Jupax	mark saraskisä	jiwasar	yanapt'aniwayistpa.
		jupar	
Jupax	mark saraskisä	jupar	yanapt'aniwaypa.
Jiwasax			
Jiwasax	mark sarasktansä	jupar	yanapt'aniwaÑani.
Nayax			
Nayax	mark sarasktsä	jupar	yanapt'aniwayä.
		jumar	
Nayax	mark sarasktsä	jumar	yanapt'aniwayäma.
Jupax			
Jupax	mark saraskisä	jumaruw	yanapt'aniwayätpa.
			churaniwayañä
Jupax	mark saraskisä	jumaruw	churaniwayätpa.
Nayax			
Nayax	mark sarasktsä	jumar	churaniwayäma.
		jupar	
Nayax	mark sarasktsä	jupar	churaniwayä.
Jumax			
Jumax	mark sarasktasä	jupar	churaniwayam.
		nayar	
Jumax	mark sarasktasä	nayar	churaniwayita.
Jupax			
Jupax	mark saraskisä	nayar	churaniwayitpa.
		jiwasar	
Jupax	mark saraskisä	jiwasar	churaniwayistpa.
		jupar	
Jupax	mark saraskisä	jupar	churaniwaypa.
Jiwasax			
Jiwasax	mark sarasktansä	jupar	churaniwaÑani.

after Unit IX

desiderative
all 9 persons

1→3	Nayax	jupatak	yap	q"ulltanirapiristti?
4→3	Jiwasax	jupatak	yap	q"ulltanirapsnati?
3→1	Jupax	nayatak	yap	q"ulltanirapitaspati?
3→4	Jupax	jiwasatak	yap	q"ulltanirapistaspati?
2→3	Jumax	jupatak	yap	q"ulltanirapismati?
3→2	Jupax	jumatak	yap	q"ulltanirapiristamti?
3→3	Jupax	jupatak	yap	q"ulltanirapispati?
1→2	Nayax	jumatak	yap	q"ulltanirapirismati?
2→1	Jumax	nayatak	yap	q"ulltanirapitasmati?

Jumax jupatak yap q"ulltanirapismati?

nayatak

Jumax nayatak yap q"ulltanirapitasmati?

Jupax

Jupax nayatak yap q"ulltanirapitaspati?

jiwasatak

Jupax jiwasatak yap q"ulltanirapistaspati?

jupatak

Jupax jupatak yap q"ulltanirapispati?

Jiwasax

Jiwasax jupatak yap q"ulltanirapsnati?

Nayax

Nayax jupatak yap q"ulltanirapiristti?

jumatak

Nayax jumatak yap q"ulltanirapirismati?

Jupax

Jupax jumatak yap q"ulltanirapiristamti?

aymar parlaña

Jupax jumar aymar parliristamti?

Nayax

Nayax jumar aymar parlirismati?

jupar

Nayax jupar aymar parliristti?

Jumax

Jumax jupar aymar parlasmati?

nayar

Jumax nayar aymar parlitasmati?

desiderative
all 9 persons

Jupax			
Jupax	nayar	aymar	parlitaspati?
	jiwasar		
Jupax	jiwasar	aymar	parl⟨i⟩st$\underset{u}{\underline{a}}$spati?
	jupar		
Jupax	jupar	aymar	parlaspati?
Jiwasax			
Jiwasax	jupar	aymar	parlsnati?
		karitillat	nuk"uña
Jiwasax	jupar	karitillat	nuk"snati?
Jupax			
Jupax	jupar	karitillat	nuk"uspati?
	jiwasar		
Jupax	jiwasar	karitillat	nuk"ustaspati?
	nayar		
Jupax	nayar	karitillat	nuk"utaspati?
Jumax			
Jumax	nayar	karitillat	nuk"utasmati?
	jupar		
Jumax	jupar	karitillat	nuk"usmati?
Nayax			
Nayax	jupar	karitillat	nuk"uristti?
	jumar		
Nayax	jumar	karitillat	nuk"urismati?
Jupax			
Jupax	jumar	karitillat	nuk"uristamti?

after Unit X

all 9 persons
pl. actor
pl. complement
both

future

Nanakaw	Jumar	Aymar yatichapxāma.
	Jupar	
Nankaw	Jupar	Aymar yatichapxā.
Jumanakaw		
Jumanakaw	Jupar	Aymar yatichapxāta.
Jiwasanakaw		
Jiwasanakaw	Jupar	Aymar yatichapxāñani.
Jupanakaw		
Jupanakaw	Jupar	Aymar yatichpxani.
	Jiwasar	
Jupanakaw	Jiwasar	Aymar yatichapxistani.
	Jumar	
Jupanakaw	Jumar	Aymar yatichapxātam.
	nayar	
Jupanak	nayar	Aymar yatichapxitani.
Jumanakaw		
Jumanakaw	nayar	Aymar yatichapxitāta.
Jumax	nayar	Aymar yatichitāta.
	nanakaruw	
Jumax	nanakaruw	Aymar yatichapxitāta.
	jupanakaruw	Aymar yatichāta.
Nayax		
Nayax	jupanakaruw	Aymar yatichā.
Jiwasax		
Jiwasax	jupanakaruw	Aymar yatichañani.
Jupax		
Jupax	jupanakaruw	Aymar yatichani.
	jiwasanakaruw	
Jupax	jiwasanakaruw	Aymar yatichapxistani.
	nanakaruw	
Jupax	nanakaruw	Aymar yatichapxitani.
	jumanakaruw	
Jupax	jumanakaruw	Aymar yatichapxātam.
Nayax		
Nayax	jumanakaruw	Aymar yatichapxāma.

page 2

after Unit X

all 9 persons
pl. actor
pl. complement
both

future

Nanakax		
Nanakax	Jumanakaruw	Aymar yatichapxãma.
	Jupanakaruw	
Nanakax	Jupanakaruw	Aymar yatichapxã
Jumanakax		
Jumanakax	Jupanakaruw	Aymar yatichapxãta.
Jiwasanakax		
Jiwasanakax	Jupanakaruw	Aymar yatichapxañani.
Jupanakax		
Jupanakax	Jupanakaruw	Aymar yatichapxani.
	Jiwasanakaruw	
Jupanakax	Jiwasanakaruw	Aymar yatichapxistani.
	Jumanakaruw	
Jupanakax	Jumanakaruw	Aymar yatichapxãtam.
	nanakaruw	
Jupanakax	nanakaruw	Aymar yatichapxitani.
Jumanakax		
Jumanakax	nanakaruw	Aymar yatichapxitäta

after Unit X

9 persons simple
pl. actor
pl. complement

simple

Nanakaw	Jumar	Aymar yatichapxsma.
	Jupar	
Nanakaw	Jupar	Aymar yatichapxta.
Jumanakaw		
Jumanakaw	Jupar	Aymar yatichapxta.
Jiwasanakaw		
Jiwasanakaw	Jupar	Aymar yatichapxtan.
Jupanakaw		
Jupanakaw	Jupar	Aymar yatichapxi.
	Jiwasar	
Jupanakaw	Jiwasar	Aymar yatichapxistu.
	Jumar	
Jupanakaw	Jumar	Aymar yatichapxtam.
	nayar	
Jupanakaw	nayar	Aymar yatichapxitu.
Jumanakaw		
Jumanakaw	nayar	Aymar yatichapxista.
Jumax		
Jumax	nayar	Aymar yatichista.
	nanakaruw	
Jumax	nanakaruw	Aymar yatichapxista.
	Jupanakaruw	
Jumax	Jupanakaruw	Aymar yatichta.
Nayax		
Nayax	Jupanakaruw	Aymar yatichta.
Jiwasax		
Jiwasax	Jupanakaruw	Aymar yatichtan.
Jupax		
Jupax	Jupanakaruw	Aymar yatichi.
	Jiwasanakaruw	
Jupax	Jiwasanakaruw	Aymar yatichapxistu.
	nanakaruw	
Jupax	nanakaruw	Aymar yatichapxitu.
	Jumanakaruw	
Jupax	Jumanakaruw	Aymar yatichapxtam.

page 2
after Unit X

9 persons simple
pl. actor
pl. complement

simple

Nayax		
Nayax	Jumanakaruw	Aymar yatichapxsma.
Nanakax		
Nanakax	Jumanakaruw	Aymar yatichapxsma.
	Jupanakaruw	
Nanakax	Jupanakaruw	Aymar yatichapxta.
Jumanakax		
Jumanakax	Jupanakaruw	Aymar yatichapxta.
Jiwasanakax		
Jiwasanakax	Jupanakaruw	Aymar yatichapxtan.
Jupanakax		
Jupanakax	jupanakaruw	Aymar yatichapxi.
	jiwasanakaruw	
Jupanakax	jiwasanakaruw	Aymar yatichapxist ..
	Jumanakaruw	
Jupanakax	Jumanakaruw	Aymar yatichapxtam.
	nanakaruw	
Jupanakax	nanakaruw	Aymar yatichapxitu.
Jumanakax		
Jumanakax	nanakaruw	Aymar yatichapxista.

after Unit X

9 persons
future

sg→pl actor
sg→pl comp.

future
plain/plural

Nayaw	jumar	Aymar yatichäma.
Nanakaw		
Nanakaw	jumar	Aymar yatichapxäma.
	jupar	
Nanakaw	jupar	Aymar yatichapxä.
Nayaw		
Nayaw	jupar	Aymar yatichä.
Jumaw		
Jumaw	jupar	Aymar yatichäta.
Jumanakaw		
Jumanakaw	jupar	Aymar yatichapxäta.
Jiwasaw		
Jiwasaw	jupar	Aymar yatichañani.
Jiwasanakaw		
Jiwasanakaw	jupar	Aymar yatichapxañani.
Jupaw		
Jupaw	jupar	Aymar yatichani.
Jupanakaw		
Jupanakaw	jupar	Aymar yatichapxani.
	jiwasar	
Jupanakaw	jiwasar	Aymar yatichapxistani.
Jupaw		
Jupaw	jiwasar	Aymar yatichistani.
	jumar	
Jupaw	jumar	Aymar yatichätam.
Jupanakaw		
Jupanakaw	jumar	Aymar yatichapxätam.
	nayar	
Jupanakaw	nayar	Aymar yatichapxitani.
Jupaw		
Jupaw	nayar	Aymar yatichitani.
Jumaw		
Jumaw	nayar	Aymar yatichitäta.
Jumanakaw		
Jumanakaw	nayar	Aymar yatichapxitäta
Jumax		
Jumax	nayaruw	Aymar yatichitäta.
	nanakaruw	

9 persons
future

sg→pl actor
sg→pl comp.

future
plain/plural

Jumax	nanakaruw	Aymar yatichapxitäta.
	jupanakaruw	
Jumax	jupanakaruw	Aymar yatichäta.
	juparuw	
Jumax	juparuw	Aymar yatichäta.
Nayax		
Nayax	juparuw	Aymar yatichä.
	jupanakaruw	
Nayax	jupanakaruw	Aymar yatichä.
Jiwasax		
Jiwasax	jupanakaruw	Aymar yatichañani.
	juparuw	
Jiwasax	juparuw	Aymar yatichañani.
Jupax		
Jupax	juparuw	Aymar yatichani.
	jupanakaruw	
Jupax	jupanakaruw	Aymar yatichani.
	jiwasaruw	
Jupax	jiwasaruw	Aymar yatichistani.
	jiwasanakaruw	
Jupax	jiwasanakaruw	Aymar yatichapxistani.
	nanakaruw	
Jupax	nanakaruw	Aymar yatichapxitani.
	nayaruw	
Jupax	nayaruw	Aymar yatichitani.
	jumaruw	
Jupax	jumaruw	Aymar yatichätam.
	jumanakaruw	
Jupax	jumanakaruw	Aymar yatichapxätam.
Nayax		
Nayax	jumanakaruw	Aymar yatichapxäma.
	jumaruw	
Nayax	jumaruw	Aymar yatichäma.

after Unit X

all 9 persons
subordinate future
imperative

Q"arurux (jumax mark saraskäta) sisä jupar yanapt'aniwayam.

nayar

Q"arurux (jumax mark saraskäta) sisä nayar yanapt'aniwayita.

(jupax

Q"arurux (jupax mark saraskani) sisä nayar yanapt'aniwayitpa.

jiwasar

Q"arurux (jupax mark saraskani) sisä jiwasar yanapt'aniwayistpa.

jupar

Q"arurux (jupax mark saraskani) sisä jupar yanapt'aniwaypa.

(jiwasax

Q"arurux (jiwasax mark saraskañani) sisä jupar yanapt'aniwañani.

(nayax

Q"arurux (nayax mark saraskä) sisä jupar yanapt'aniwayä.

jumar

Q"arurux (nayax mark saraskä) sisä jumar yanapt'aniwayäma.

(jupax

Q"arurux (jupax mark saraskani) sisä jumaruw yanapt'aniwayätpa.

churaniwayaña

Q"arurux (jupax mark saraskani) sisä jumaruw churaniwayätpa.

(nayax

Q"arurux (nayax mark saraskä) sisä jumar churaniwayäma.

jupar

Q"arurux (nayax mark saraskä) sisä jupar churaniwayä.

(jumax

Q"arurux (jumax mark saraskäta) sisä jupar churaniwayam.

nayar

Q"arurux (jumax mark saraskäta) sisä nayar churaniwayita

(jupax

Q"arurux (jupax mark saraskani) sisä nayar churaniwayitpa.

Review Exercise Set

Verb forms - after Unit III - Negative forms

Exercise 1 - future 1→3 / 2→3

Nayat Marujar lapis churäxa?	Janiw,	Janiw Jumax Marujar lapis churkätati.
Nayat Julyur qullq mayt'äxa?	Janiw,	Janiw Jumax Julyur qullq mayt'kätati.
Nayat Jupar ch'uq aljäxa?	Janiw,	Janiw Jumax Jupar ch'uq aljkätati.
Nayat wawamar utan uñjäxa?	Janiw,	Janiw Juŋex wawaxar utan uñjakätati.
Nayat Jilamar awtut apäxa?	Janiw,	Janiw Jumax Jilaxar awtut apkätati.
Nayat mamamar t'ant' Jakt'äxa?	Janiw,	Janiw Jumax mamaxar t'ant' Jakt'kätati.
Nayat Jilaqatar Jiskt'äxa?	Janiw,	Janiw Jumax Jilaqatar Jiskt'kätati.
Nayat Ruwirtur p"iryan t"aqäxa?	Janiw,	Janiw Jumax Ruwirtur p"iryan t"aqkätati.
Nayat Jilamar tunt pist'äxa?	Janiw,	Janiw Jumax Jilaxar tunt pist'kätati.
Nayat yuqamar iskinan suyt'äxa?	Janiw,	Janiw Jumax yuqaxar iskinan suyt'kätati.

Review Exercise Set

Verb forms - after Unit III - Negative forms

Exercise 2 - future 2→3 / 1→3

Jumat jupar papil churäta?	Janiw,	janiw nayax jupar papil churkäti.
Jumat jupar qullq mayt'äta?	Janiw,	janiw nayax jupar qullq mayt'käti.
Jumat jupar ch'uq aljäta?	Janiw,	janiw nayax jupar ch'uq aljkäti.
Jumat jilaxar awtut apäta?	Janiw,	janiw nayax jilamar awtut apkäti.
Jumat Justinar t'ant' aljäta?	Janiw,	janiw nayax Justinar t'ant' aljkäti.
Jumat wawar utan uñjäta?	Janiw,	janiw nayax wawar utan uñjkäti.
Jumat jilaqatar jiskt'äta?	Janiw,	janiw nayax jilaqatar jiskt'käti.
Jumat jupar p"iryan t"aqäta?	Janiw,	janiw nayax jupar p"iryan t"aqkäti.
Jumat kullakaxar tunt pist'äta?	Janiw,	janiw nayax kullakamar tunt pist'käti.
Jumat Juwantir iskinan suyt'äta?	Janiw,	janiw nayax Juwantir iskinan suyt'käti.

Review Exercise Set

Verb forms - after Unit III - Negative forms

Exercise 3 - future 3→3 / 3→3

Susanat Ruwirtur Liwru churani?	Janiw, Janiw Susanax Ruwirtur liwru churkani
Julyat Alisyar qullq mayt'ani?	Janiw, Janiw Julyax Alisyar qullq mayt'kani
Uliwyat Julyar ch'uq aljani?	Janiw, Janiw Uliwyax Julyar ch'uq aljkani
Julyut Justinar awtut apani?	Janiw, Janiw Julyux Justinar awtut apkani
Kasimirat Mariyar t'ant' jakt'ani?	Janiw, Janiw Kasimirax Mariyar t'ant' jakt'kani
Manuylut Siskur jiskt'ani?	Janiw, Janiw Manuylux Siskur jiskt'kani
Rusintitat Marujar p"iryan t"aqani?	Janiw, Janiw Rusintitax Marujar p"iryan t"aqkani
Juwantit Luchar tunt pist'ani?	Janiw, Janiw Juwantix Luchar tunt pist'kani
Pirutit Jilaqatar iskinan suyt'ani?	Janiw, Janiw Pirutix Jilaqatar iskinan suyt'kani
Kullakamat mamaxat away mayini?	Janiw, Janiw kullakaxax mamamat away maykani

Review Exercise Set

Verb forms - after Unit III - Negative forms

Exercise 4 - future 1→2 / 2→1

Jumat nayar qullq mayt'itäta?	Janiw, janiw nayax jumar qullq mayt'kämati.
Jumat nayar kis churita"ta?	Janiw, janiw nayax jumar kis churkämati.
Jumat nayar t'ant' aljitäta?	Janiw, janiw nayax jumar t'ant' aljkämati.
Jumat nayar p"iryan t"aqitäta?	Janiw, janiw nayax jumar p"iryan t"aqkämati.
Jumat nayar kis jakt'itäta?	Janiw, janiw nayax jumar kis jakt'kämati.
Jumat nayar tunt pist'itäta?	Janiw, janiw nayax jumar tunt pist'kämati.
Jumat nayar iskinan suyt'itäta?	Janiw, janiw nayax jumar iskinan suyt'kämati.
Jumat nayar jiskt'itäta?	Janiw, janiw nayax jumar jiskt'kämati.
Jumat nayar awtut apitäta?	Janiw, janiw nayax jumar awtut apkämati.
Jumat nayar utan parlitäta?	Janiw, janiw nayax jumar utan parlkämati.

Review Exercise Set

Verb forms - after Unit III - Negative forms

Exercise 5 - future 2→1 / 1→2

Nayat jumar qullq mayt'äma?	Janiw, janiw jumax nayar qullq mayt'kitätati.
Nayat jumar kis churäma?	Janiw, janiw jumax nayar kis churkitätati.
Nayat jumar ch'uq aljäma?	Janiw, janiw jumax nayar ch'uq aljkitätati.
Nayat jumar utan jiskt'äma?	Janiw, janiw jumax nayar utan jiskt'kitätati.
Nayat jumar awtut apäma?	Janiw, janiw jumax nayar awtut apkitätati.
Nayat jumar t'ant' jakt'äma?	Janiw, janiw jumax nayar t'ant' jakt'kitätati.
Nayat jumar p"iryan t"aqäma?	Janiw, janiw jumax nayar p"iryan t"aqkitätati.
Nayat jumar tunt pist'äma?	Janiw, janiw jumax nayar tunt pist'kitätati.
Nayat jumar iskinan suyt'äma?	Janiw, janiw jumax nayar iskinan suyt'kitätati.
Nayat jumar tintan parläma?	Janiw, janiw jumax nayar tintan parlkitätati.

Review Exercise Set

Verb forms - after Unit III - Negative forms

Exercise 6 - future 1→2 / 2→1

Nayat jumar qullq mayt'äma?	Janiw, janiw jumax nayar qullq mayt'kitätati.
Jumat nayar kis churitäta?	Janiw, janiw nayax jumar kis churkämati.
Jumat nayar ch'uq aljitäta?	Janiw, janiw nayax jumar ch'uq aljkämati.
Nayat jumar utan jiskt'äma?	Janiw, janiw jumax nayar utan jiskt'kitätati.
Jumat nayar awtut apitäta?	Janiw, janiw nayax jumar awtut apkämati.
Nayat jumar t'ant' jakt'äma?	Janiw, janiw jumax nayar t'ant' jakt'kitätati.
Nayat jumar p"iryan t"aqäma?	Janiw, janiw jumax nayar p"iryan t"aqkitätati.
Jumat Nayar tunt pist'itäta?	Janiw, janiw nayax jumar tunt pist'kämati.
Nayat jumar iskinan suyt'äma?	Janiw, janiw jumax nayar iskinan suyt'kitätati.
Nayat jumar tintan parläma?	Janiw, janiw jumax nayar tintan parlkitätati.

Review Exercise Set

Verb forms - after Unit III - Negative forms

Exercise 7 - future/imperative 1→2 / 2→1

Nayat jumar qullq mayt'äma?	Janiw, janiw nayar maytk'itati.
Nayat jumar lapis churäma?	Janiw, janiw nayar lapis churkitati.
Nayat jumar ch'uq aljäma?	Janiw, janiw nayar ch'uq aljkitati.
Nayat jumar t'ant' jakt'äma?	Janiw, janiw nayar t'ant' jakt'kitati.
Nayat jumar jiskt'äma?	Janiw, janiw nayar jiskt'kitati.
Nayat jumar tunt pist'äma?	Janiw, janiw nayar tunt pist'kitati.
Nayat jumar akan sut'äma?	Janiw, janiw nayar akan suyt'kitati.
Nayat jumar ch'uqit riwajäma?	Janiw, janiw nayar ch'uqit riwajkitati.
Nayat jumar awtut apäma?	Janiw, janiw nayar awtut apkitati.

Review Exercise Set

Verb forms - after Unit III - Negative forms

Exercise 8 - future **imperative** 1 → 3 / 2 → 3

Nayat jupar qullq mayt'äxa?	Janiw, janiw jumax jupar qullq mayt'kamti.
Nayat jupar lapis churäxa?	Janiw, jan jumax jupar lapis churkamti.
Nayat jupar ch'uq aljäxa?	Janiw, jan jumax jupar ch'uq aljkamti.
Nayat jupar t'ant' jakt'äxa?	Janiw, jan jumax jupar t'ant' jakt'kamti.
Nayat jupar tunt pist'äxa?	Janiw, jan jumax jupar tunt pist'kamti.
Nayat jupar awtuxat apäxa?	Janiw, jan jumax jupar awtumat apkamti.
Nayat jupar iskinan suyt'äxa?	Janiw, jan jumax jupar iskinan suyt'kamti.
Nayat jupar jiskt'äxa?	Janiw, jan jumax jupar jiskt'kamti.
Nayat jupan utapar saräxa?	Janiw, jan jumax jupan utapar sarkamti.
Nayat juman wawamar uñjäxa?	Janiw, jan nayan wawaxar uñjkamti.

Review Exercise Set

Verb forms - after Unit III - Negative forms

Exercise 9 - future/imperative 1→2,3 / 2→1,3

Nayat jumar qullq mayt'äma?	Janiw,	janiw jumax nayar qullq mayt'kitati.
Nayat jumar lapis churäma?	Janiw,	janiw jumax nayar lapis churkitati.
Nayat jupar ch'uq aljäxa?	Janiw,	jan jumax jupar ch'uq aljkamti.
Nayat jumar t'ant' jakt'äma?	Janiw,	janiw jumax nayar t'ant' jakt'kitati.
Nayat juman wawamar uñjäxa?	Janiw,	jan nayan wawaxar uñjkamti.
Nayat jupan utapar saräxa?	Janiw,	jan jumax jupan utapar sarkamti.
Nayat jumar tunt pist'äma?	Janiw,	janiw jumax nayar tunt pist'kitati.
Nayat jupar awtuxat apäxa?	Janiw,	jan jumax jupar awtumat apkamti.
Nayat jumar iskinant suyt'äma?	Janiw,	janiw jumax nayar iskinan suyt'kitati.
Nayat jupar jiskt'äxa?	Janiw,	jan jumax jupar jiskt'kamti.

Supplementary exercise - ***ta ***ru / 'later', 'in X $\left\{\begin{matrix}\text{days}\\ \text{months}\\ \text{years}\end{matrix}\right\}$' / 'después' 'en tantos $\left\{\begin{matrix}\text{días}\\ \text{meses}\\ \text{años}\end{matrix}\right\}$'

when will X? Cuando X?	In X time (it will). De aquí a X fecha (se realizará).
Kunapachas aymar yatichañani?	Akat mä mararuw yatichañani.
Kunapachas akar kuttanini?	Akat pä mararuw kuttanini.
Kunapachas jupanakat parlañax tukt'ayätani?	Akat q"iparuw jupanakat parlanax tukt'ayatäni?
Kunawrasas istarusunirusar kuttxapxäta?	Akat mararuw kuttapxä.
Kunapachas Aymara parlxäta?	Inas akat tunka mararuw parlchï.
Kunapachas Wuliwy saräta?	Akat q"iparuw sarä.
Kunawrasas patat kuttanxäta?	Akat mararuw kuttanxa.
Kunapachas Pirutix kuttanxani?	Akat kimsüruw kuttanxani.
Kunapachas jilamax kuttanxani?	Akat suxta p"axsiruw kuttanxani.
Kunapachas makinamp qillqxäta?	Inach akat llatunk p"axsinaruw qillqxa.

Supplementary exercise - ***ki ***xa reduplication 'all, every one' / reduplicación ***ki ***xa 'toditos, cada uno'

Which X__________?   ¿Cuál X__________?   All of the X____________.   Todos los X______________.

Kawkīr arus ch'amax?	Akuk	aruw	ch'amax.
Kawkīr jaqis amuyt'irītanxa?	Jaqik	jaqix	amuyt'irkamakītanwa.
Kawkīr liwrukis liyīñaxa?	Liwruk	liwrux	liyīñakiwa.
Kuna arus linkwistikampix yatxatañax?	Aruk	arux	yatxatañakiw.
Kuna arus linkwistikampix yatxatañax?	Ayruk	ayrux	yatxatañakiw.
Kawkīr kuluras jumankixa?	Janq'uk	janq'ux	nayankamakiwa.
Kawkīr lapisas jumankixa?	Wila lapisak	wila lapisax	nayankamakiwa.
Kawkīr liwrus jupankixa?	linkwistik liwruk	linkwistik liwrux	jupankamakiwa.
Kawkīris tuntaxa?	Janq'uk	janq'ux	tuntakamakiwa.
Kawkīrinakas tasanakamaxa?	Jisk'ak	jisk'ax	tasaxkamakiwa.

Supplementary exercise - -chi as lamentor / -chi como lamentador

Did X really ________? Acaso X __________?	X did _____, what a shame. Lástima, pero si X ________.
Uliwyasti saritisti?	Sarchixaya.
Mariyast jaqichsxanisti?	Jaqichaschinixaya.
Martinust kunrak aljxisti?	yapxay aljxchixa.
Wawapast kunatrak jan jutxisti?	Usuntchixaya.
Patrunast purinitisti?	Purinchixaya.
Ajintist mult apstamtisti?	Apchituxaya.
Karmilust ikjataynatisti?	Ikjchitaynaxaya.
Kunrak kimayataynasti?	Lusxay kimaychitañaxa.
Karnit janit apaskataynasti?	Janixay apaskchitaynatixa.
Wawast jachataynatisti?	Jachchitaynaxaya.

CHAPTER EIGHT

VISUAL AIDS

JUANA VASQUEZ

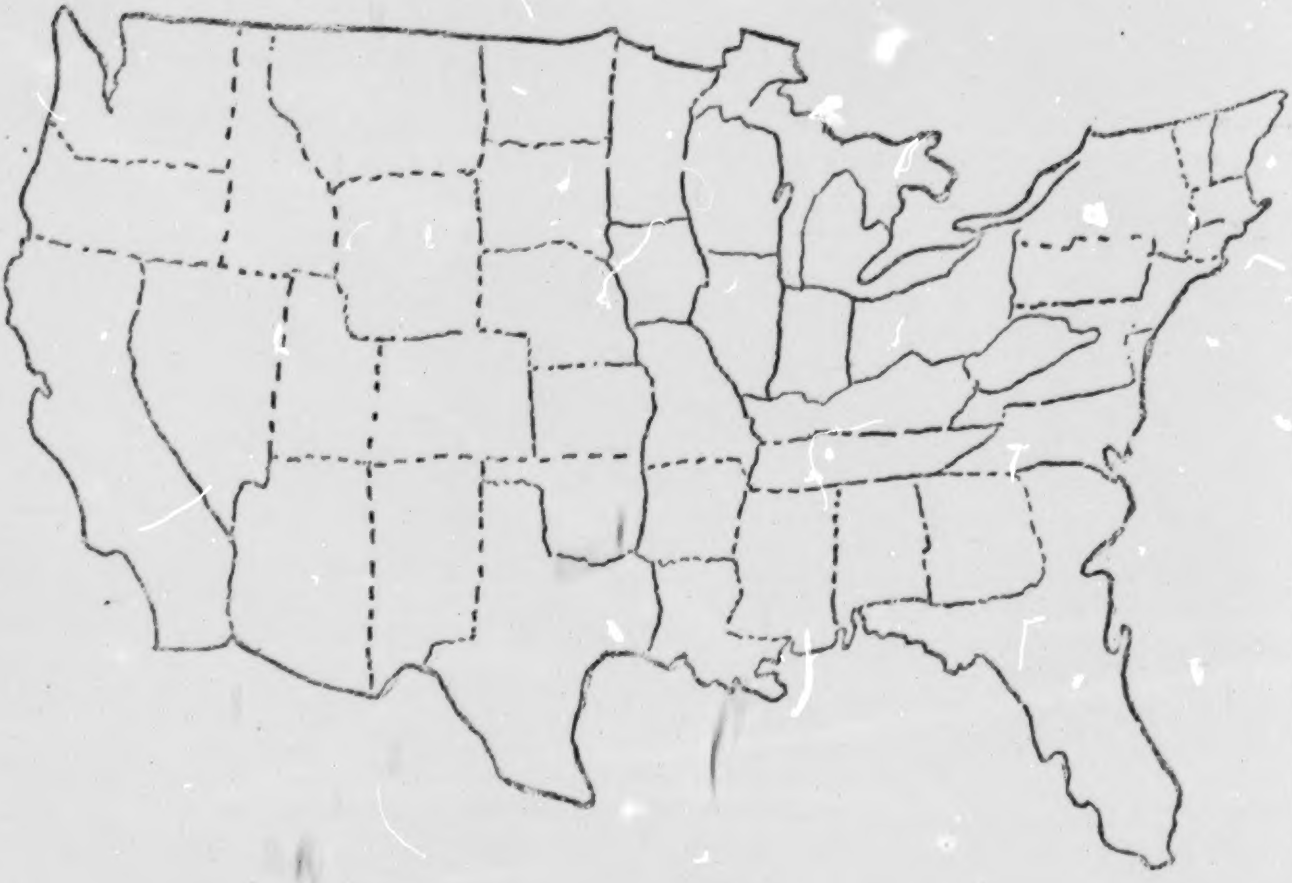
Depicting the material culture of the Aymara, life as seen through Aymara eyes, items of daily use in an Aymara household.

All art work done by JUANA VASQUEZ exclusively for the AYMARA LANGUAGE MATERIALS PROJECT.

Beni
La Paz
Santa Cruz
Oruro
Chuquisaca
Tarija

Unit I set I
Set III

II P-III
III - II



Unit I set I
II P-III

Italy

Unit I set I

Unit I set I

France.

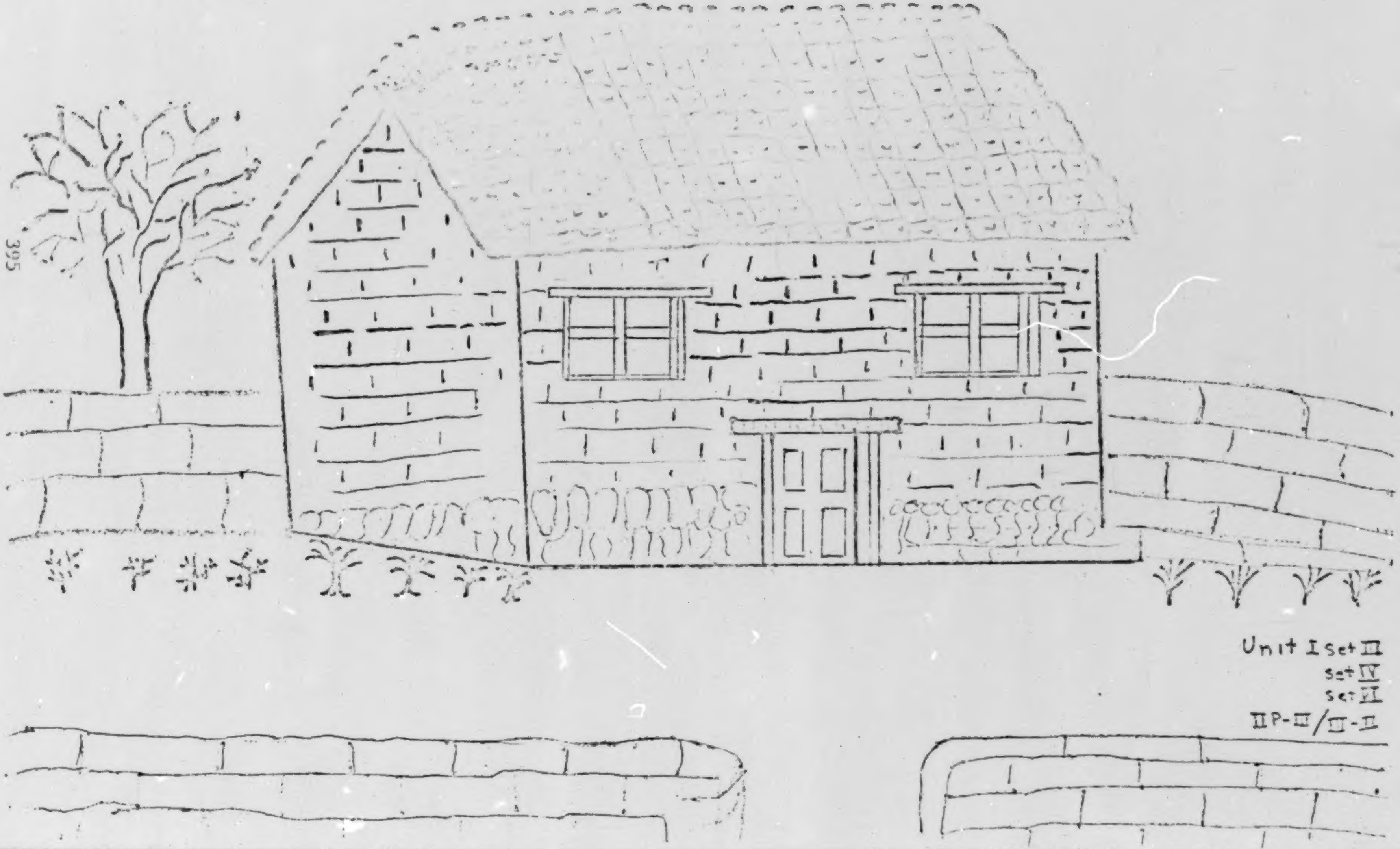
Unit I set I

Bra 1

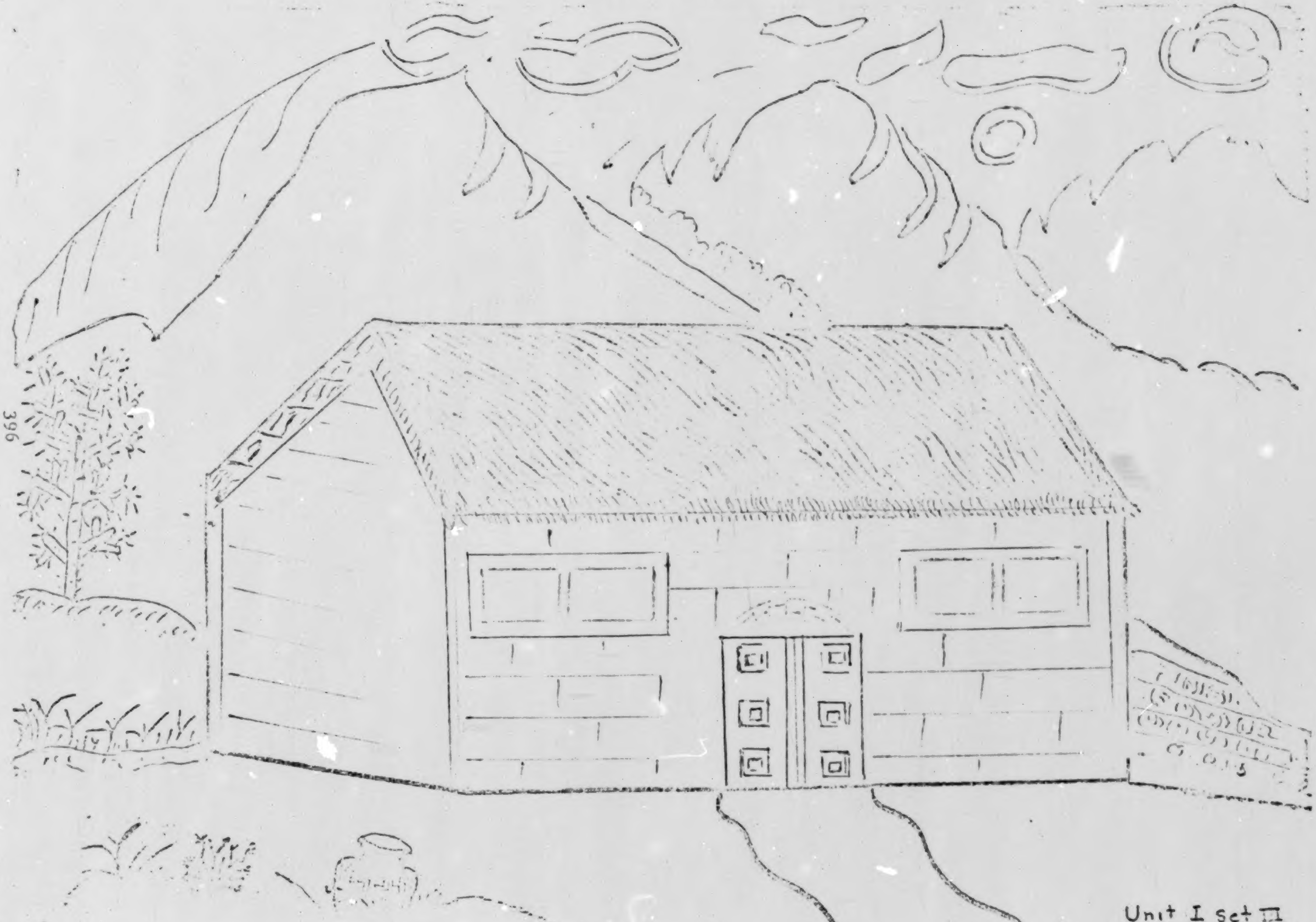
Unit I set I

Venezuela

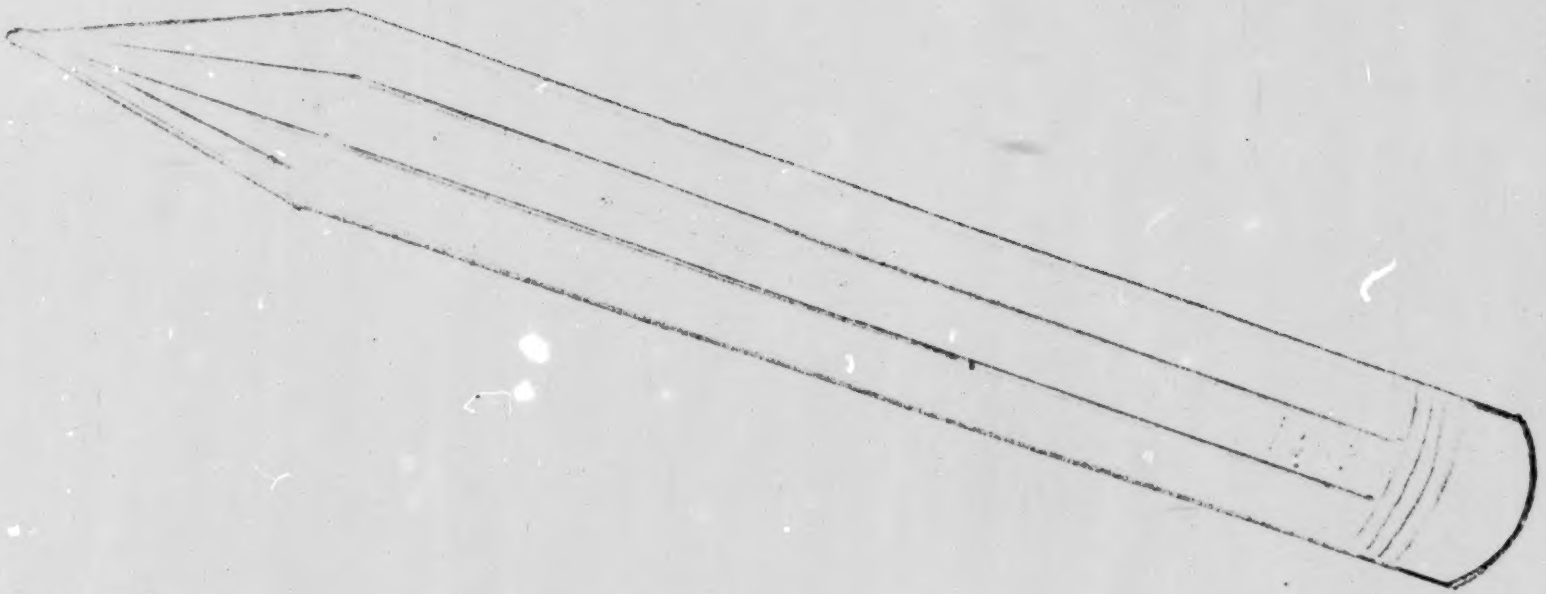
Unit I set I



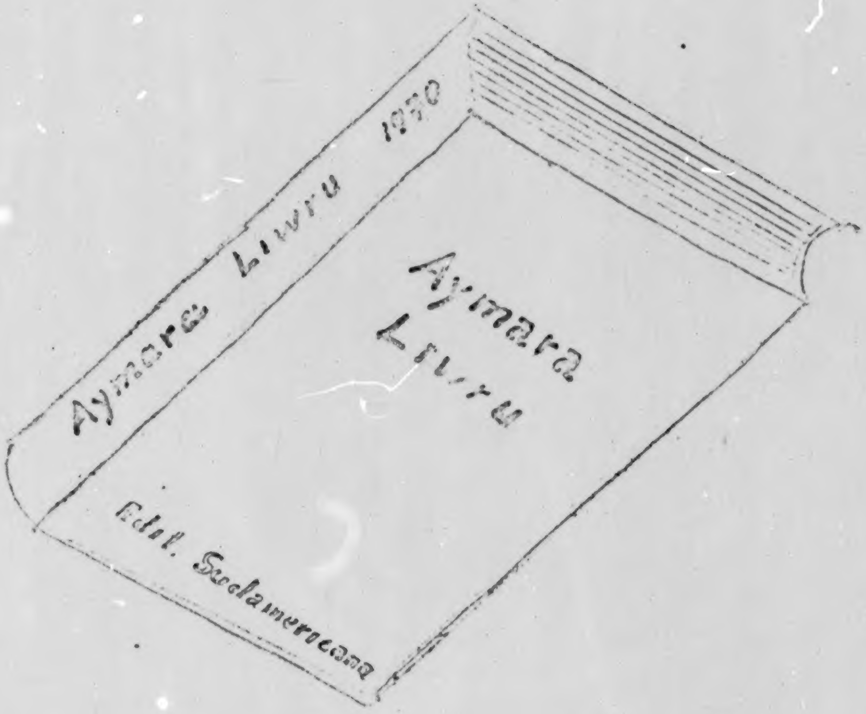
Unit I Set III
Set IV
Set VI
IIP-III/III-II



Unit I Set III
Set VII



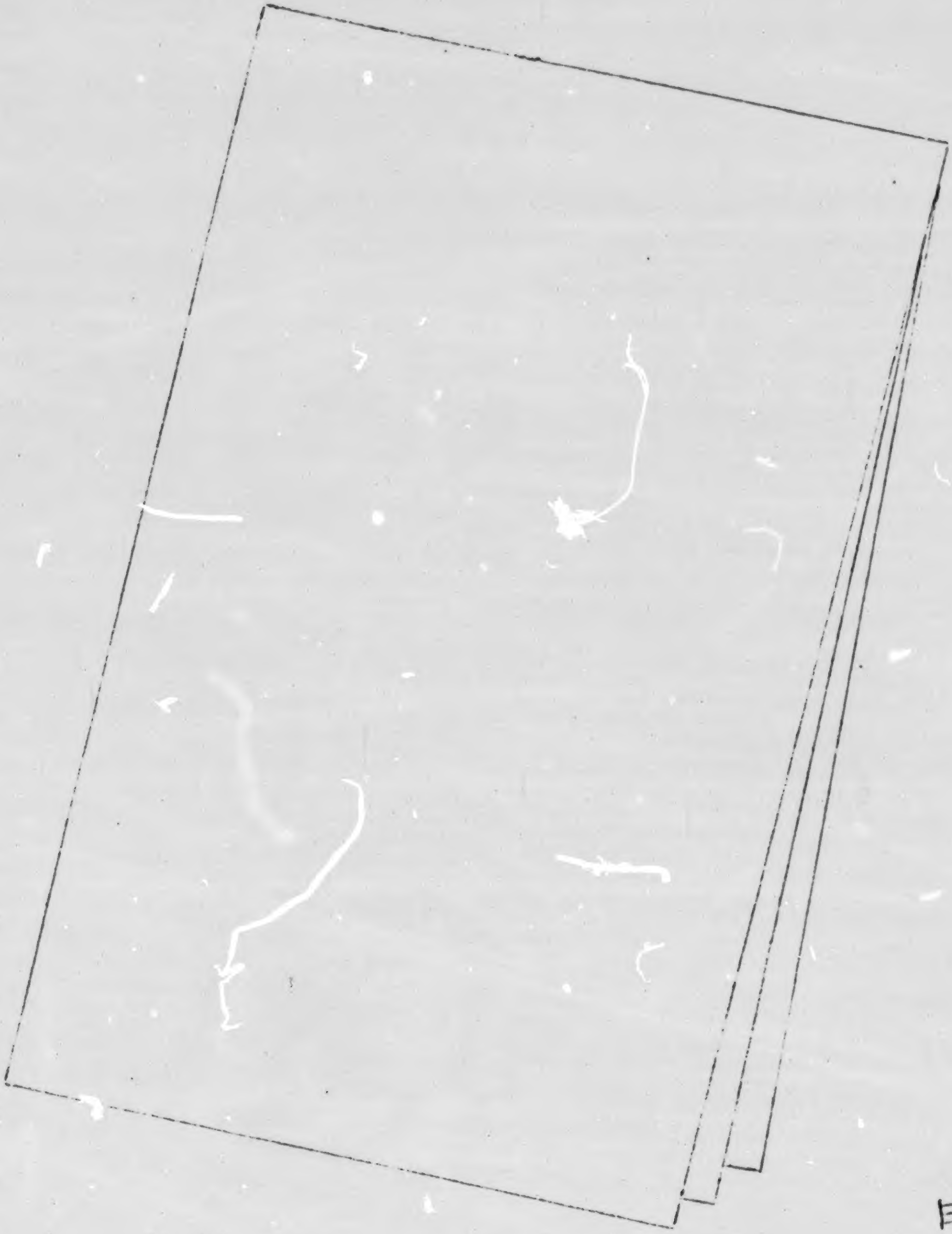
Unit I Set IV
Set IV
Set VI



Aymara Liwru 1970
Aymara
Liwru
Edit. Sudamericana

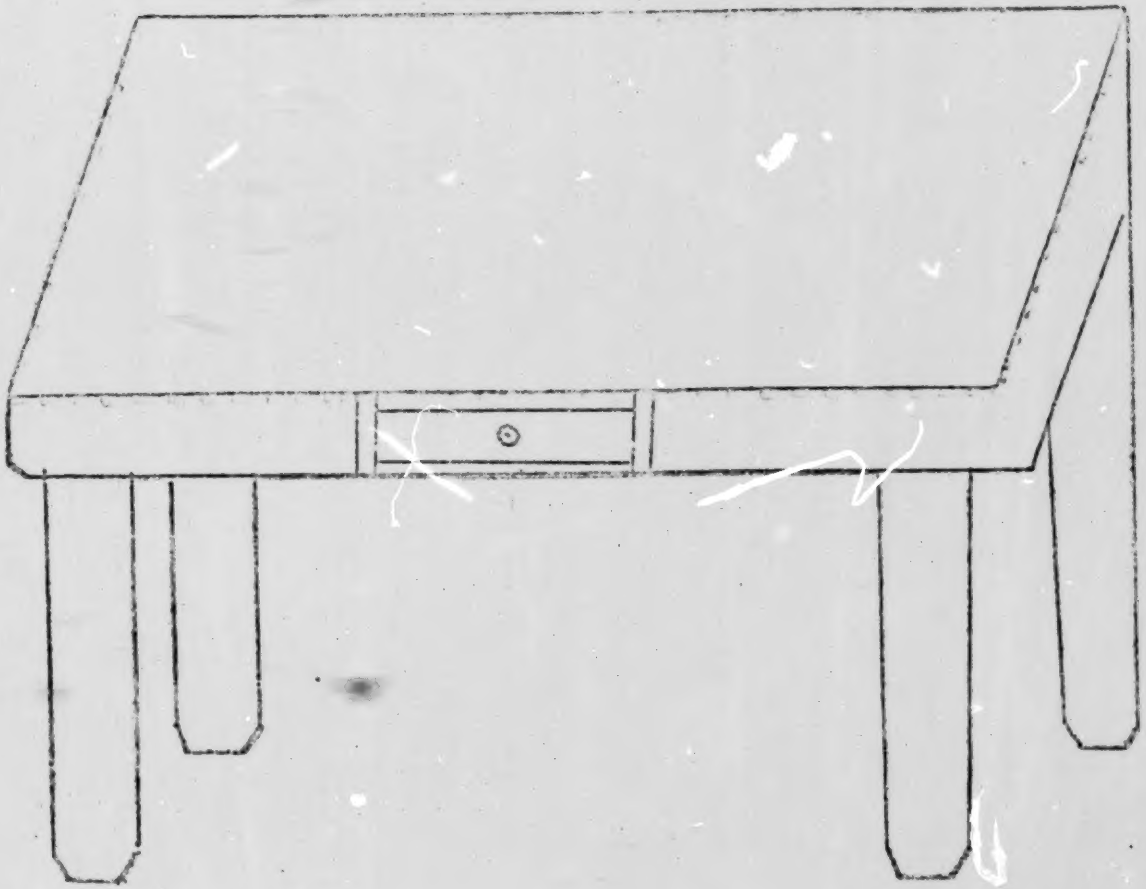
Unit I set III
set IV
set VI

Unit II P set III



Unit I set III
set IV

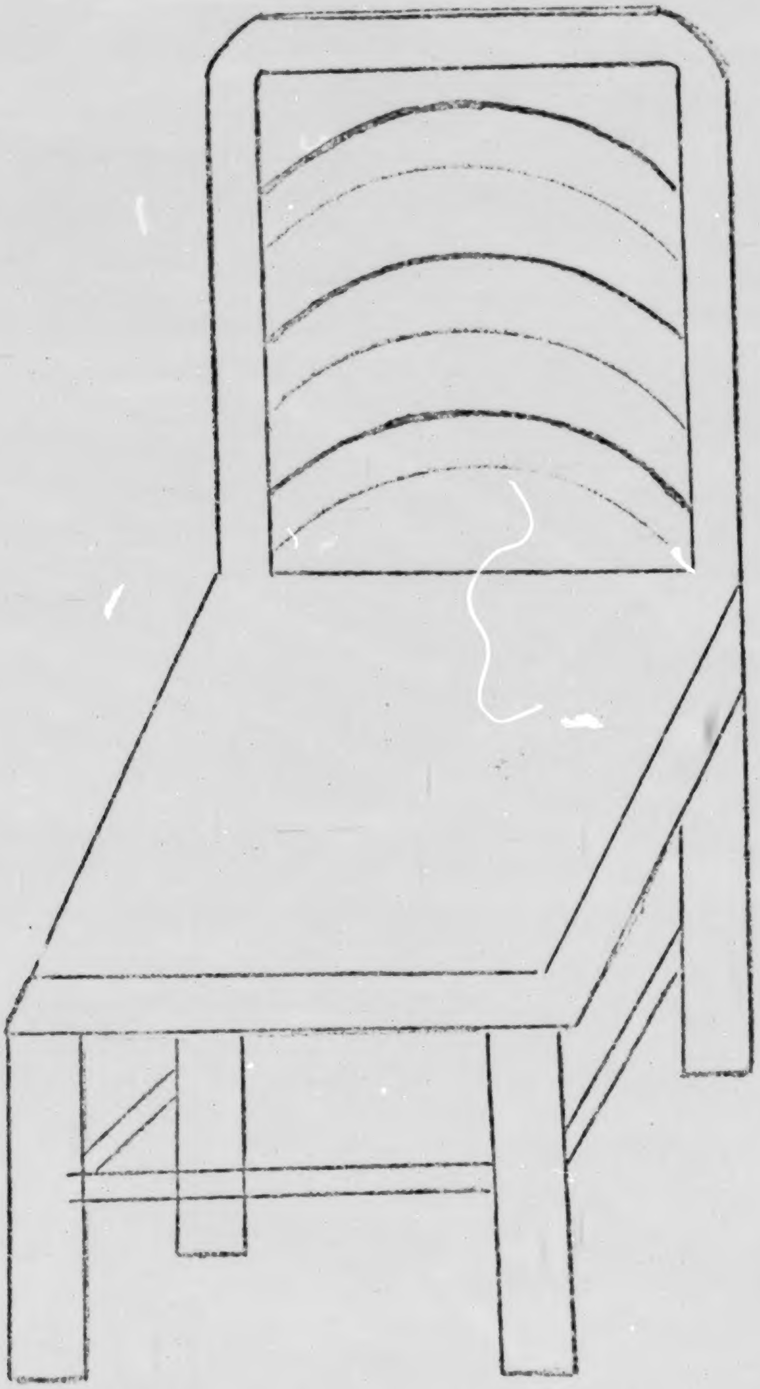
II P-III
II Q-III



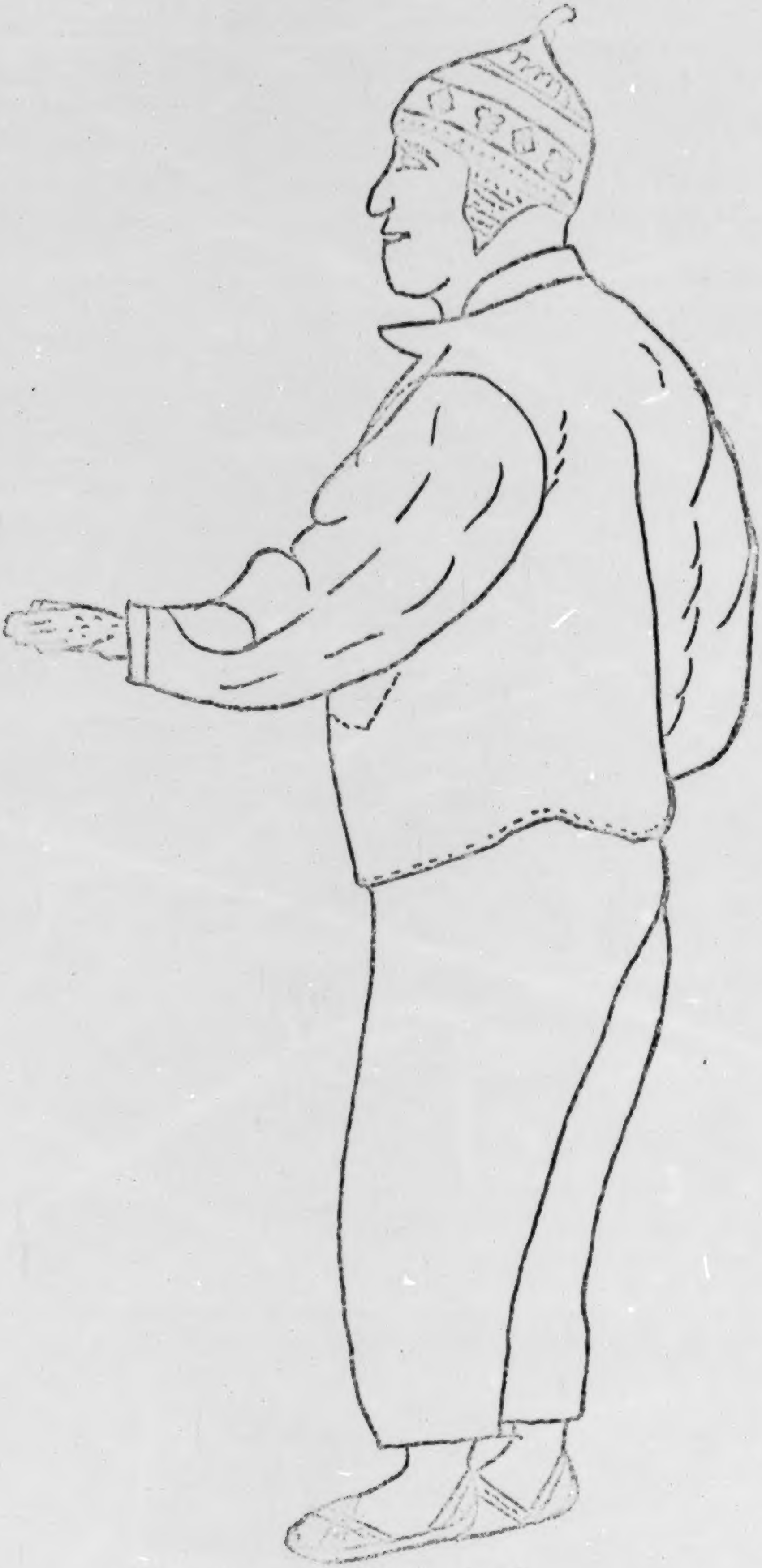
Unit I Set III
set IV
set VI

Unit II P Set II
set III

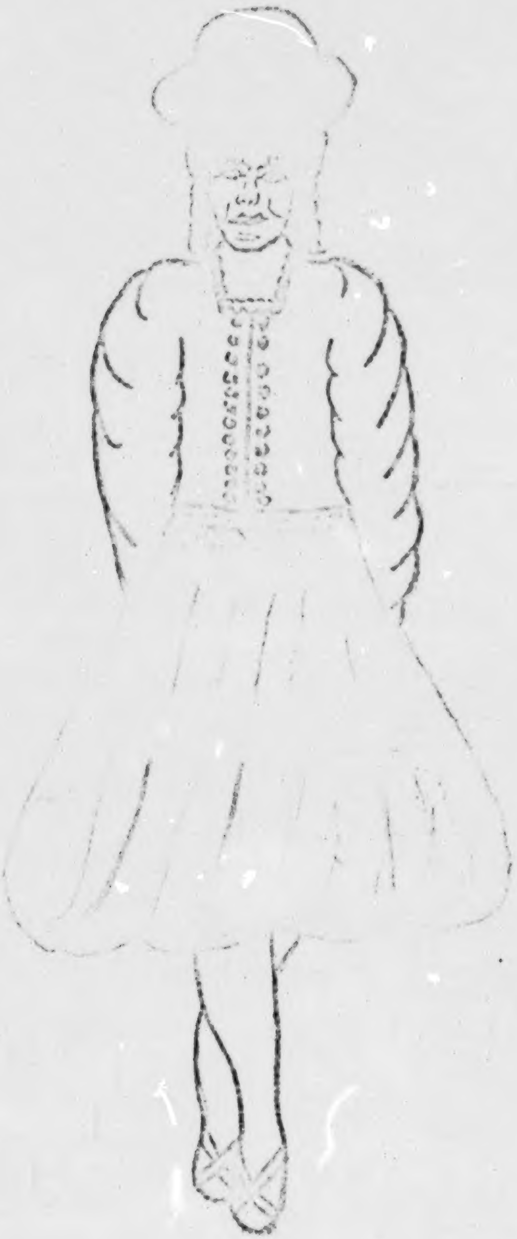
III-II



Unit I Set III
set IV
Set VI
Unit II P set III

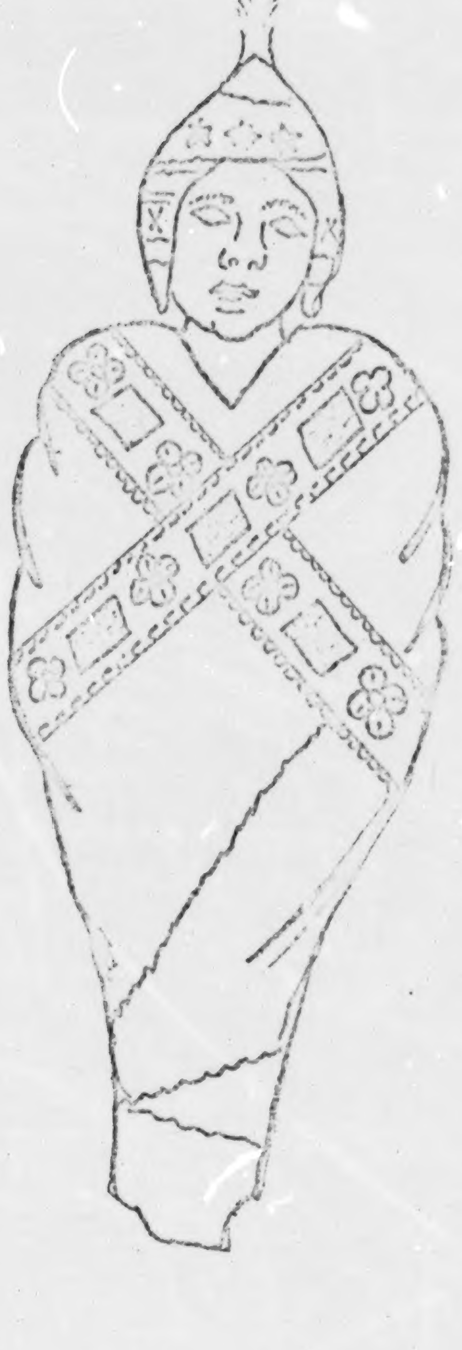


Unit I set III
set IV
III-II



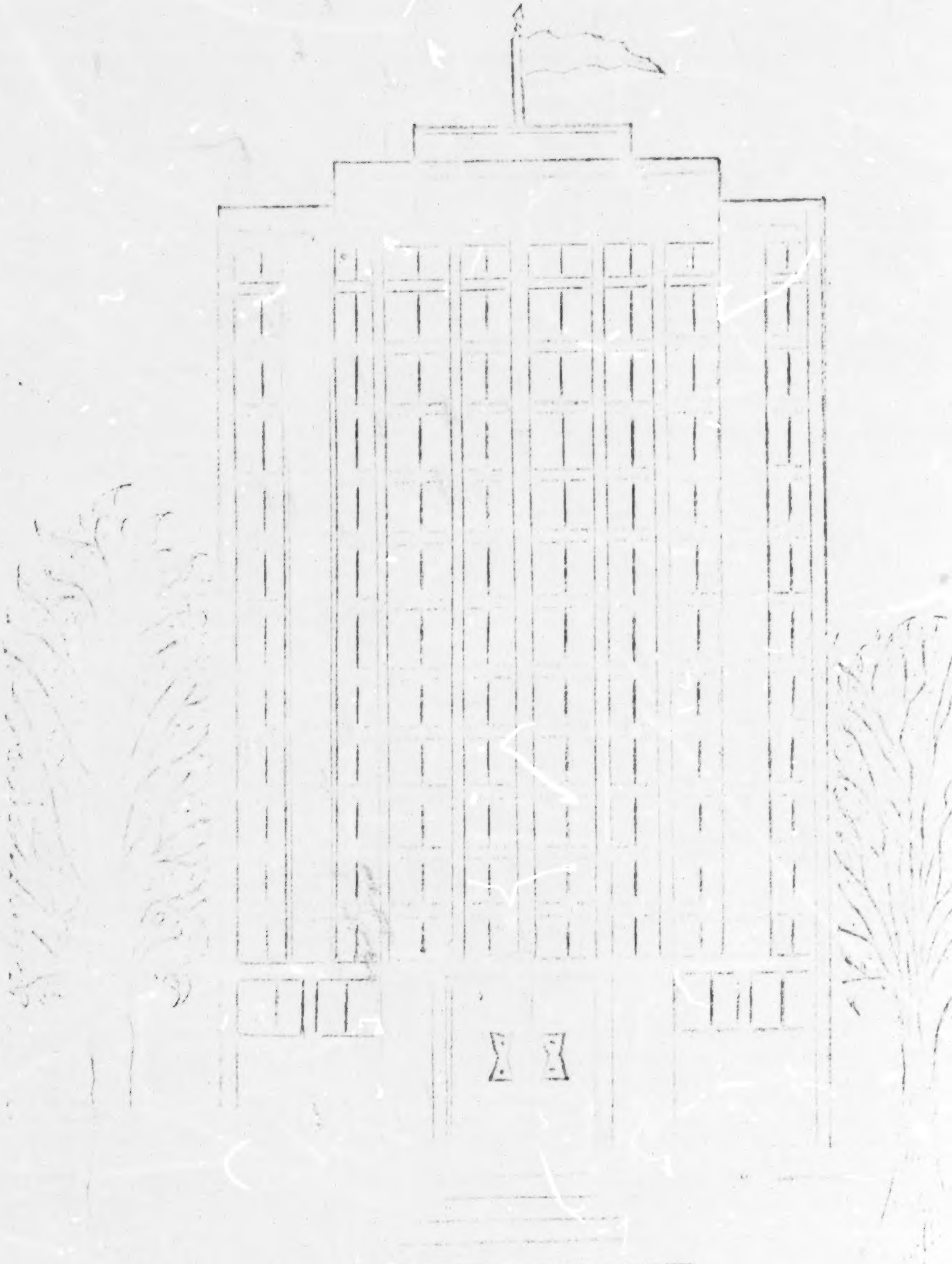
Unit I set III
set IV

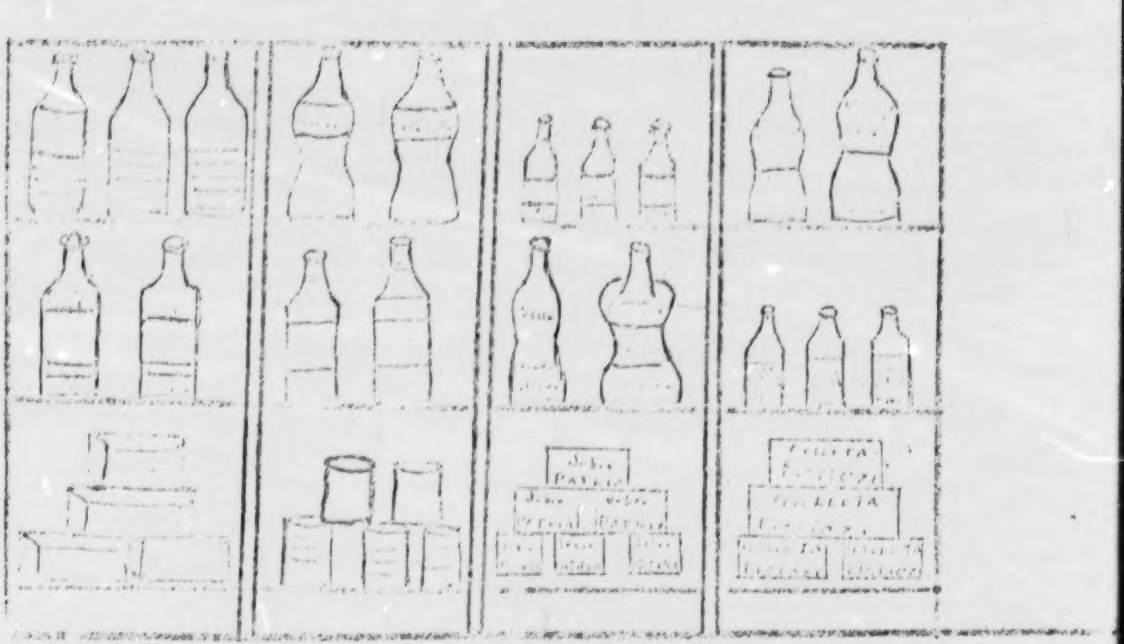
III-II



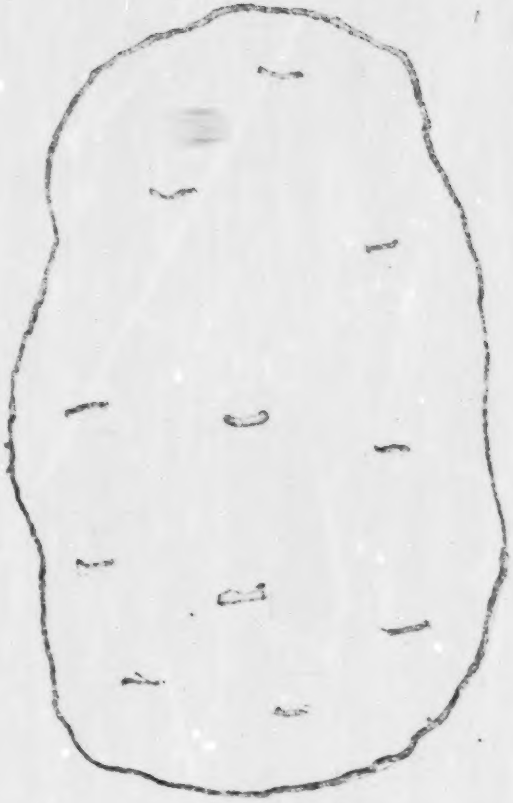
Unit I Set III
Set IV

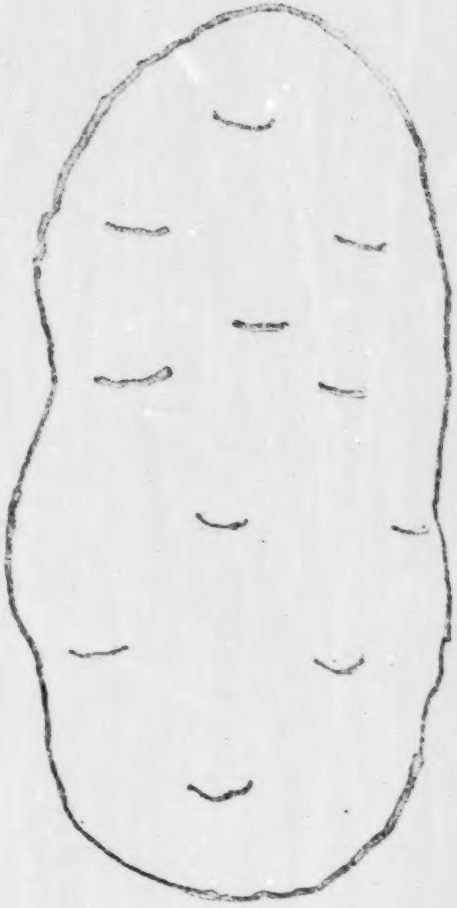
III-II



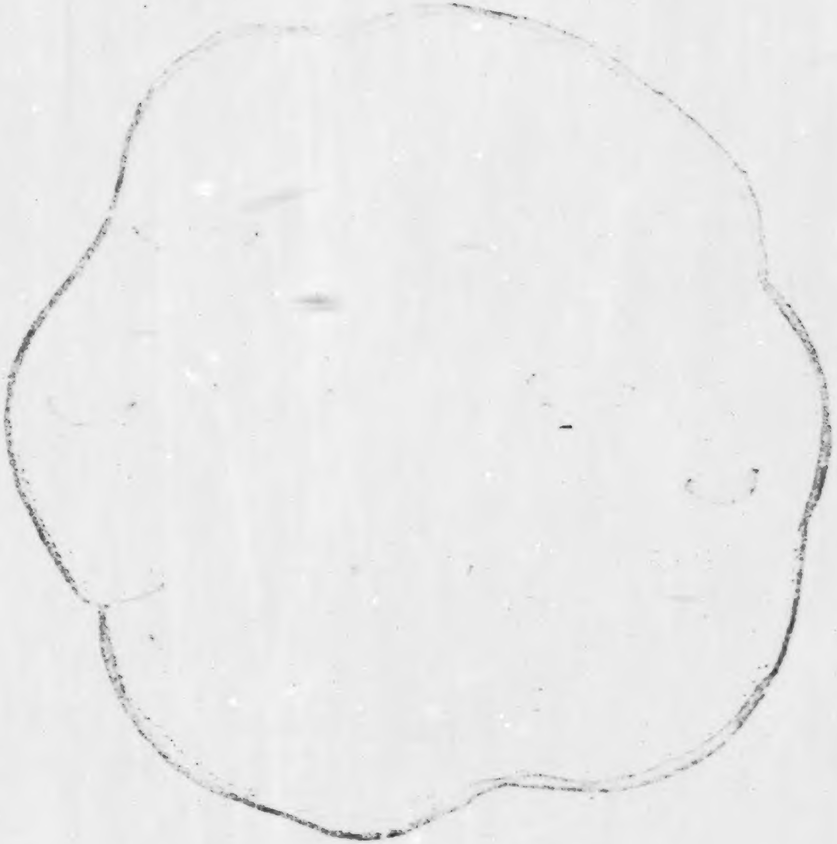


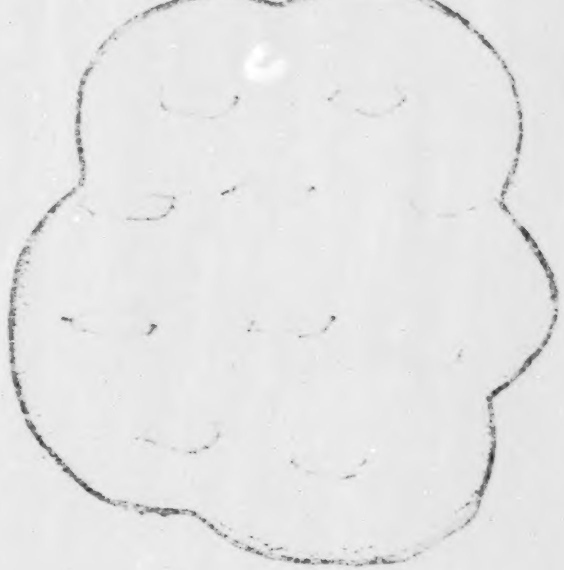
Unit I set VI
II P-III
III-II





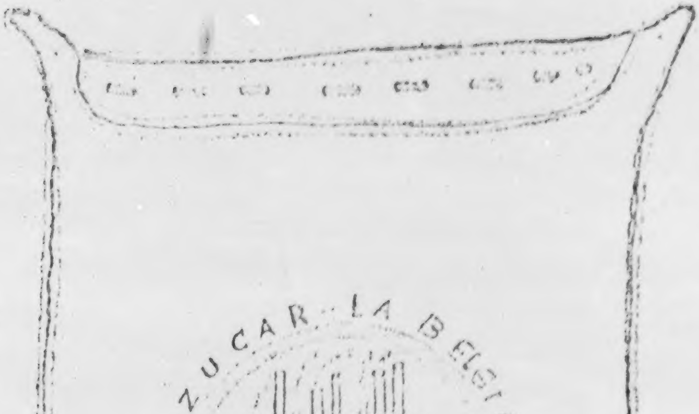
Unit II P set II
Set III
II G set III





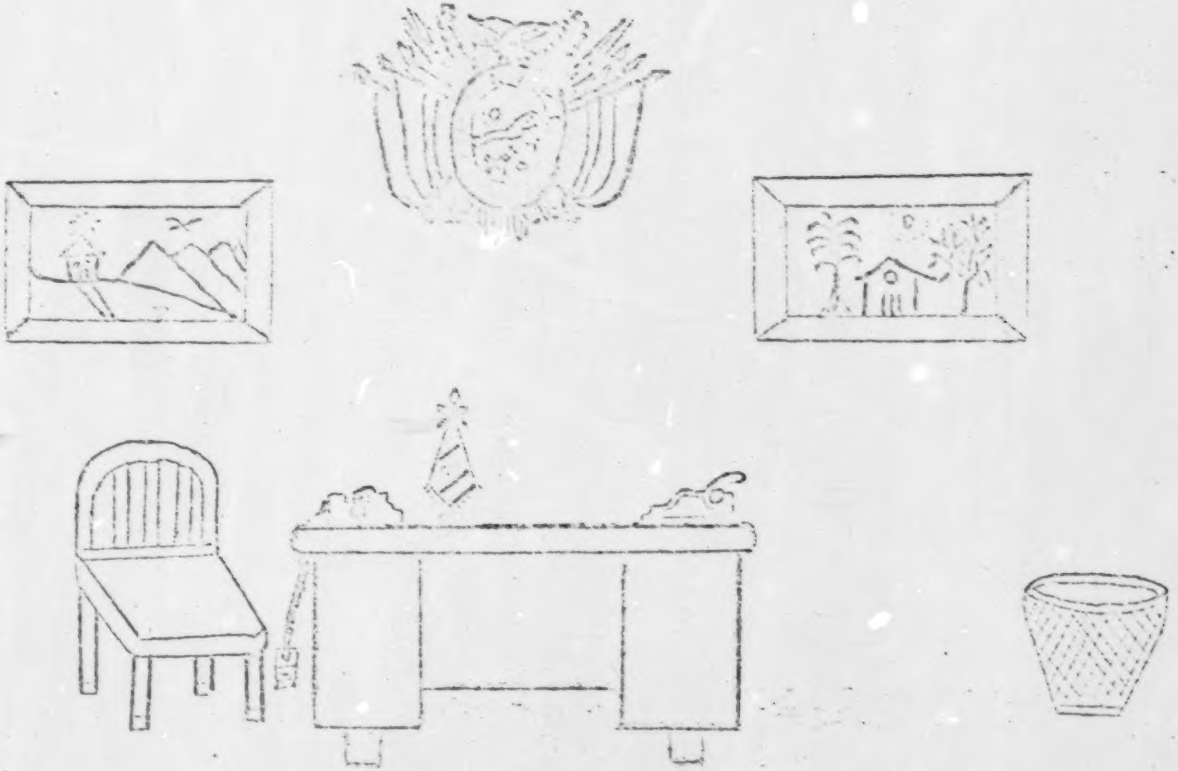
Unit II P set II
Set III

II g-III

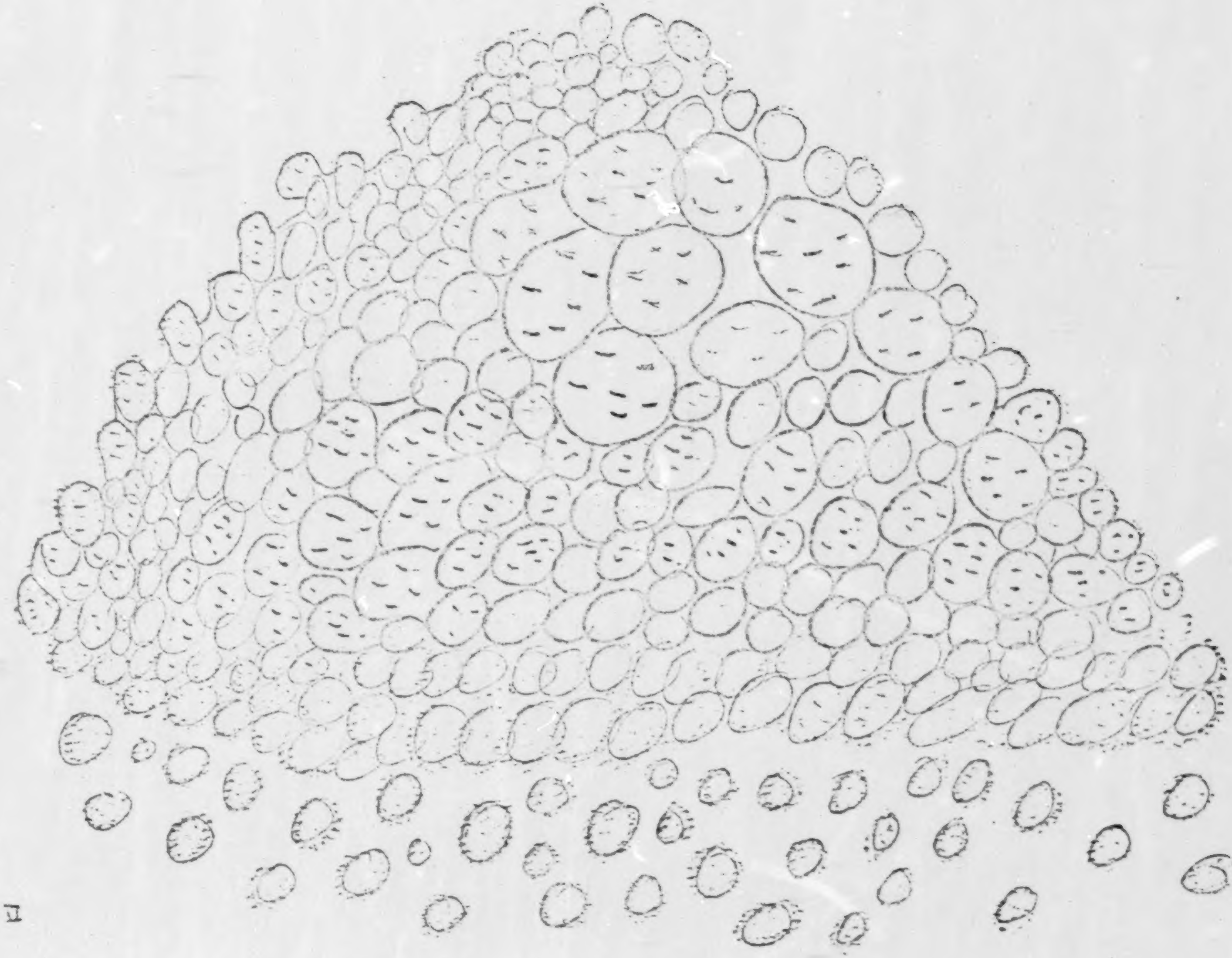

AZUCAR - LA BELGICA -
INDUSTRIA - BOLIVIANA -

Unit II P set II
set-III

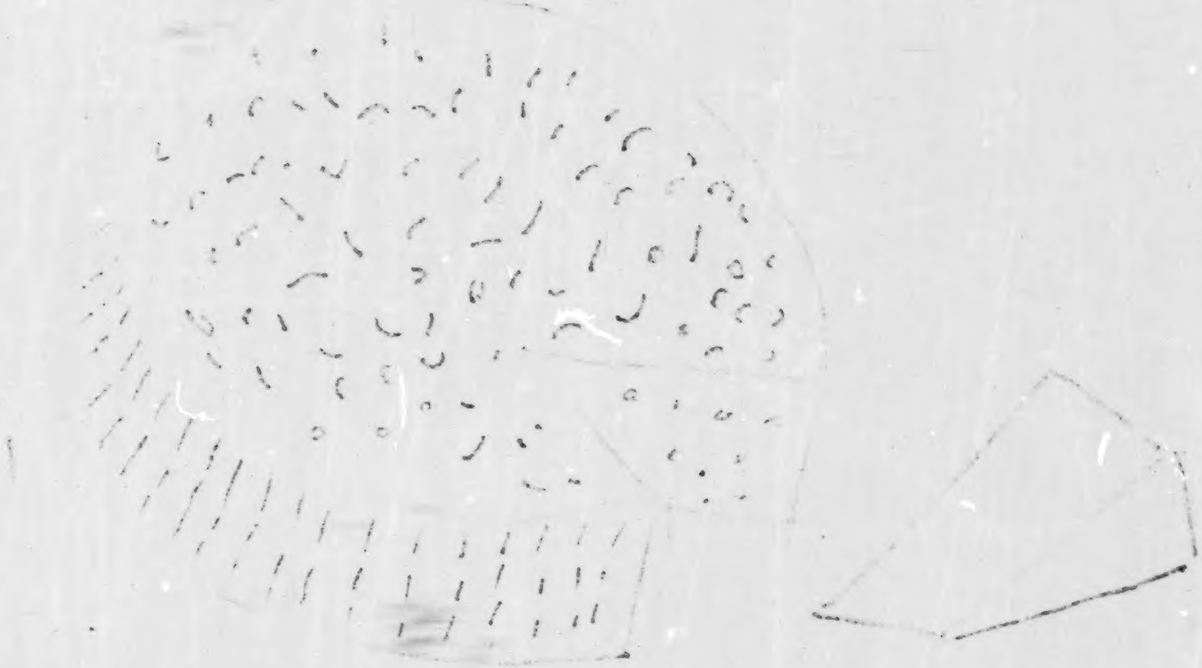
II Q - III
III - II



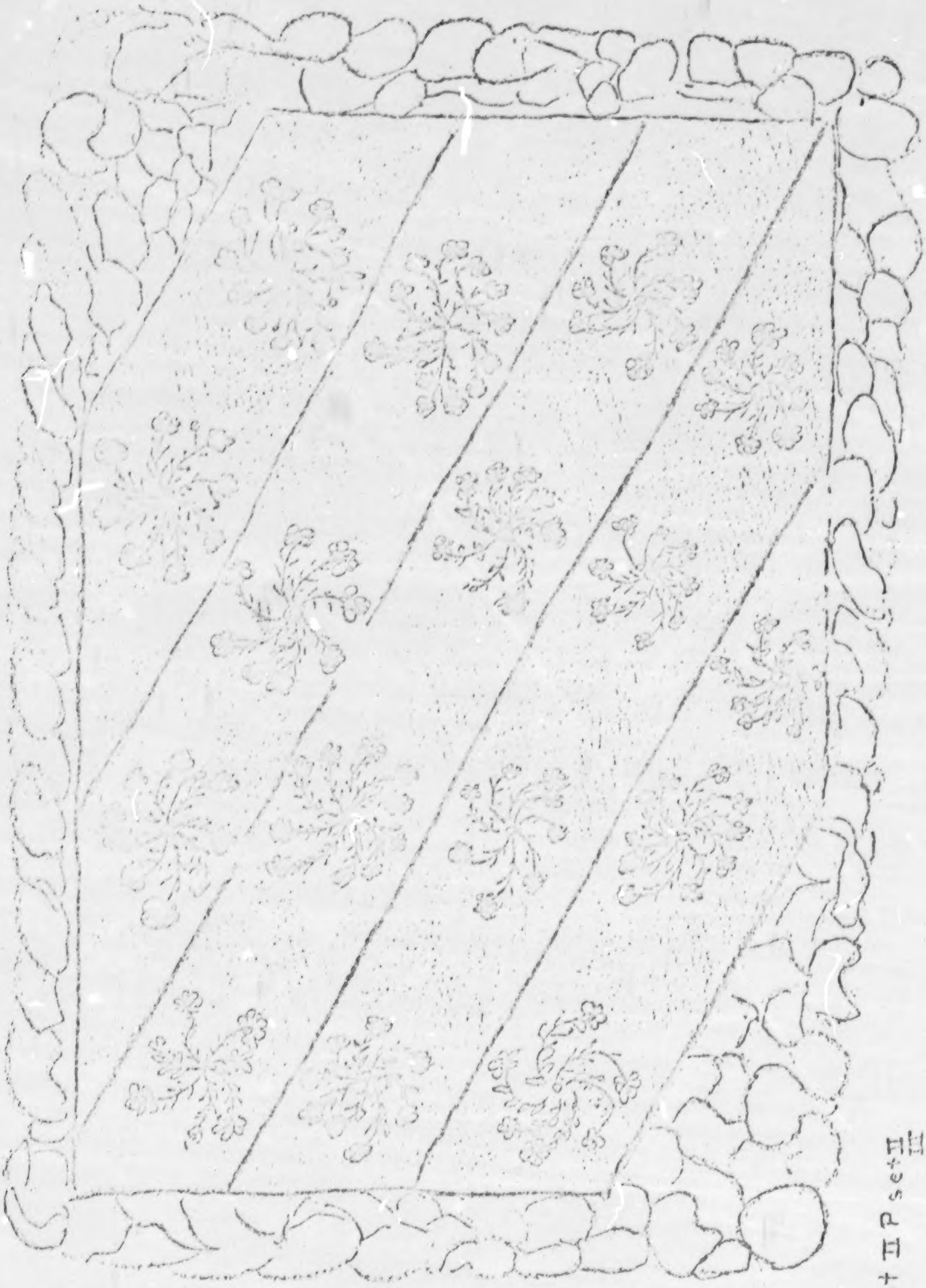
Unit II P set II



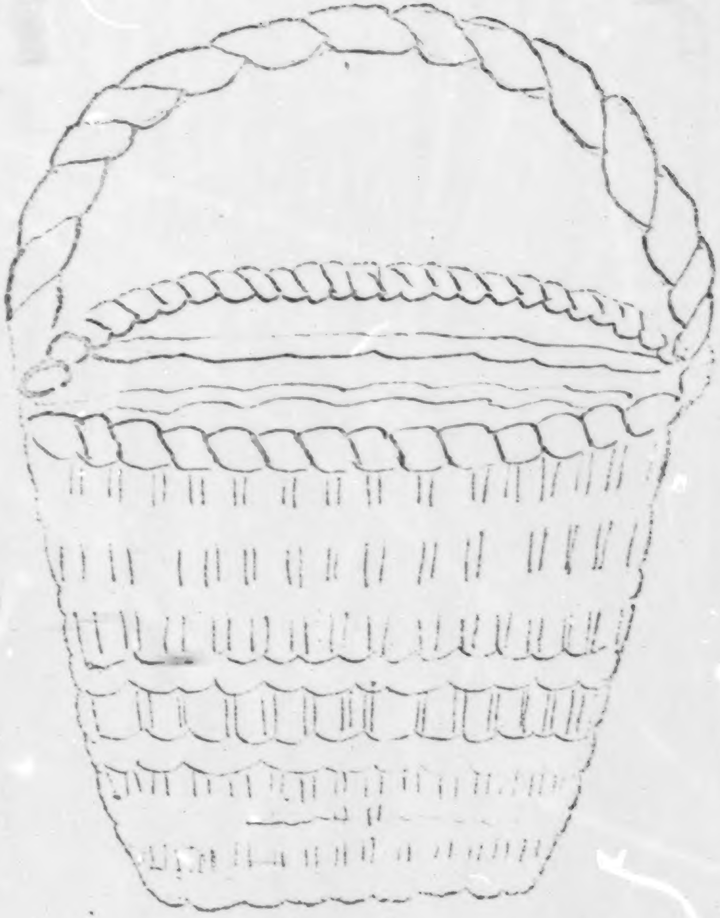
Unit II P set II
III-II



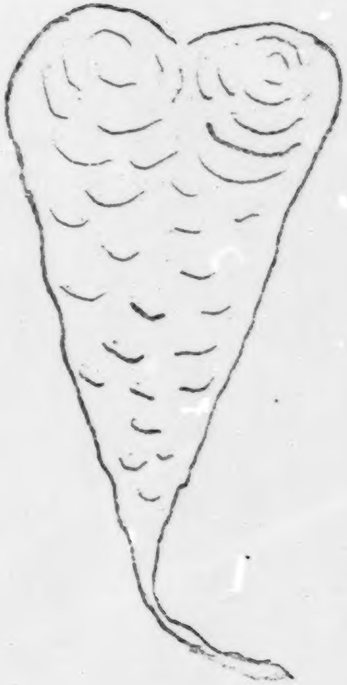
Unit II P Set I
Set II
II G-III
III-II

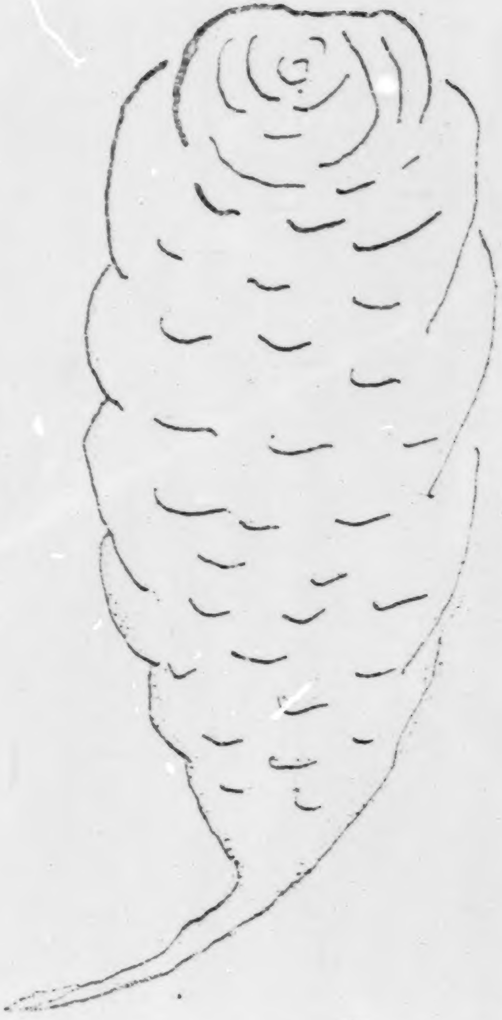


Unit II P set III



Unit II P set II
II-9-III
III-II





Unit III P set II
Set III

III 9-III

Unit II P set II
set II

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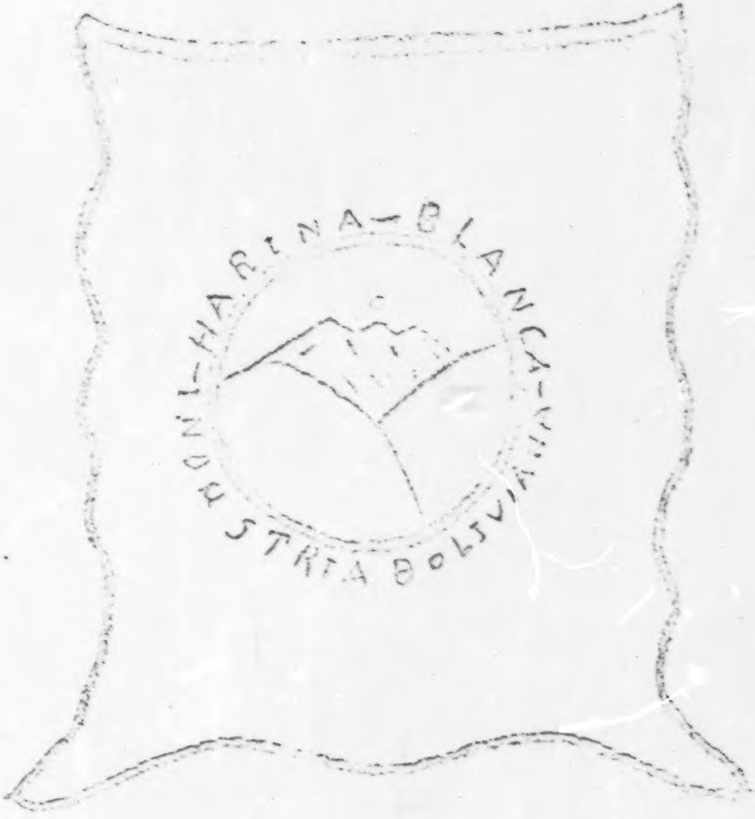
DEPARTMENT [illegible]

Unit II P set III
II G-III
III-II


HARINA-BLANCA-
INDUSTRIA BOLIVIANA

UNIT II P Set III
II Q - III
III - II

UNIT II P set III.
II Q - III
III - II

UNIT II Q-

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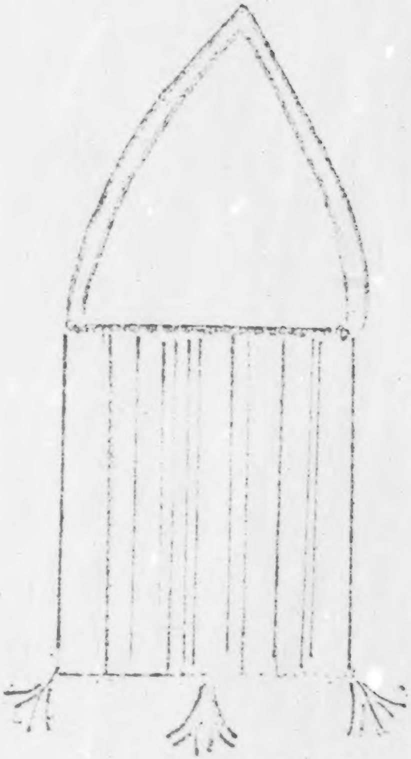
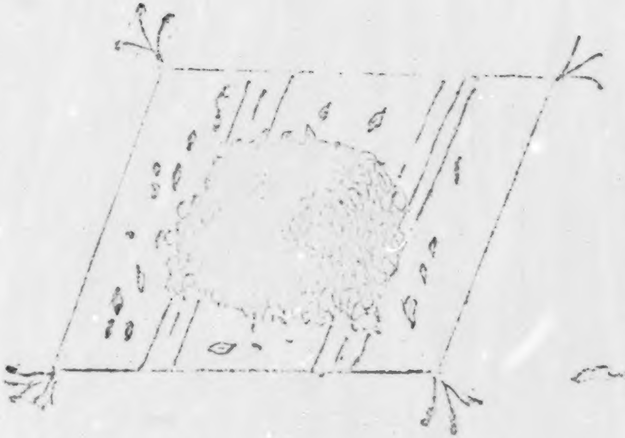
III – II

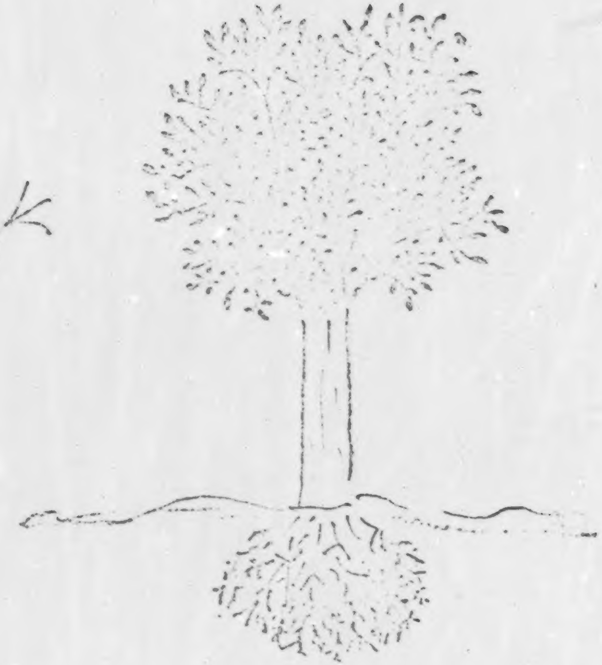
UNIT II Q-SET III
III - II

UNIT II P-Set

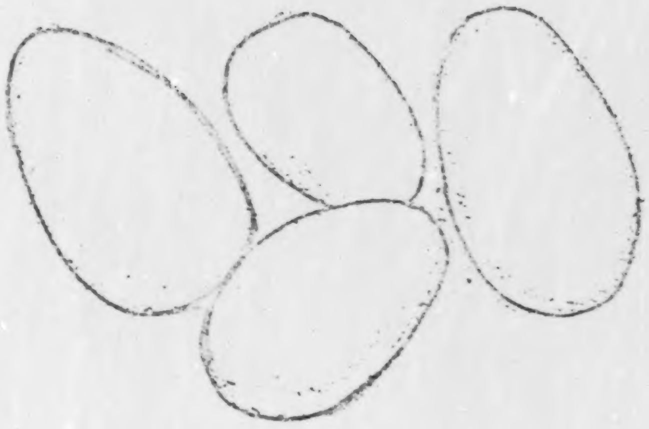
UNIT II P-Set III.



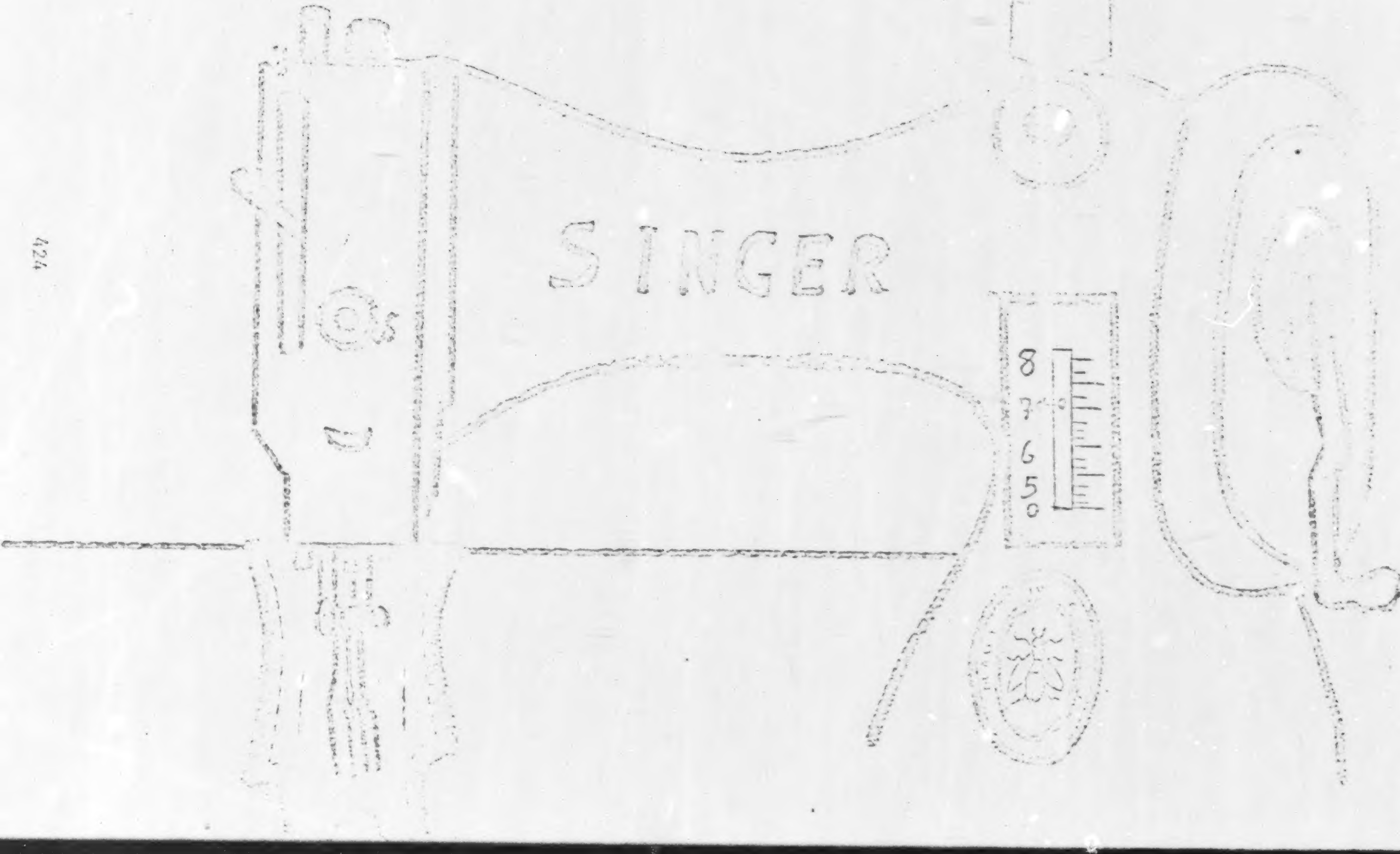




Unit II Q set III
II Q-III



Unit II G set III
III-II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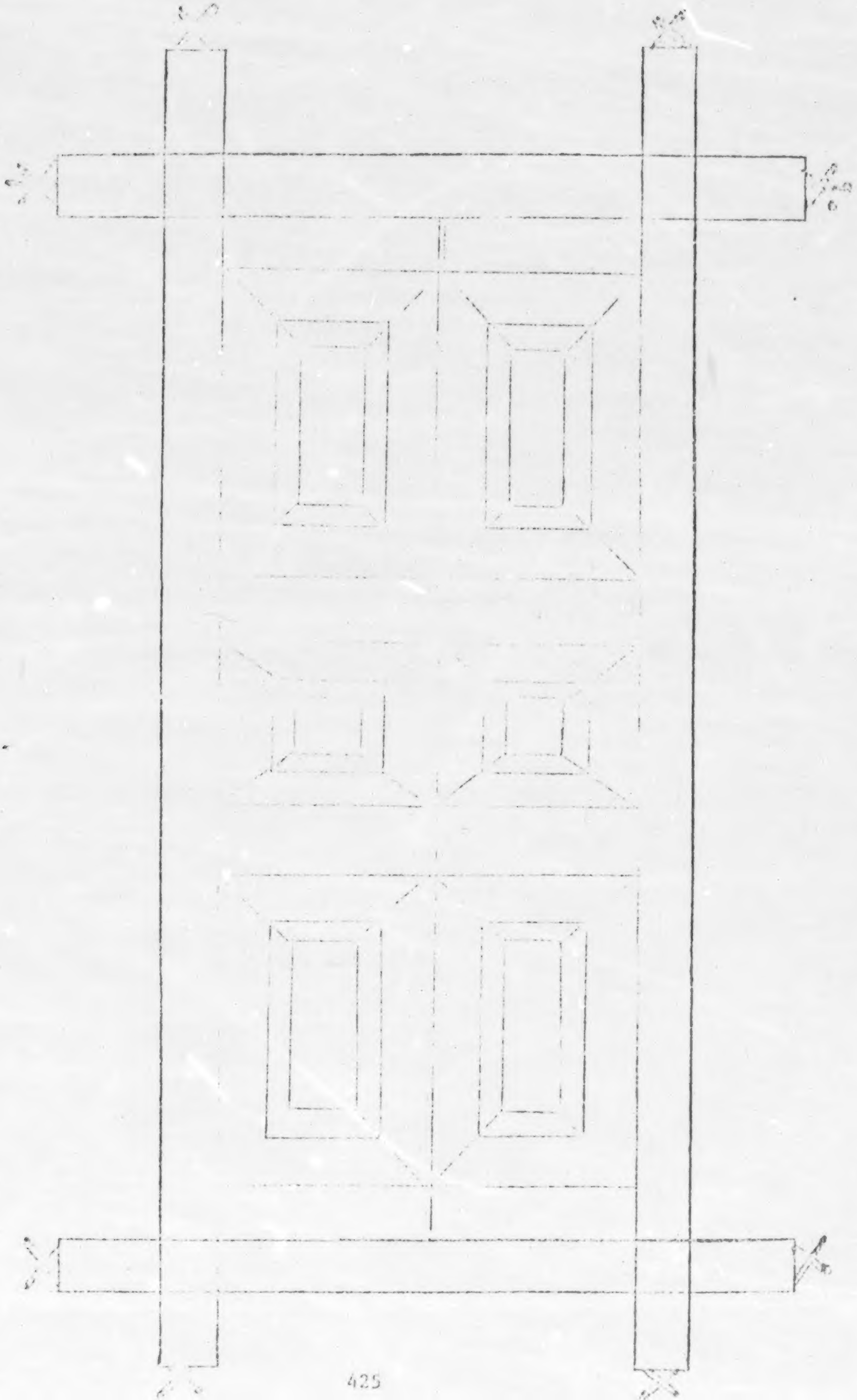
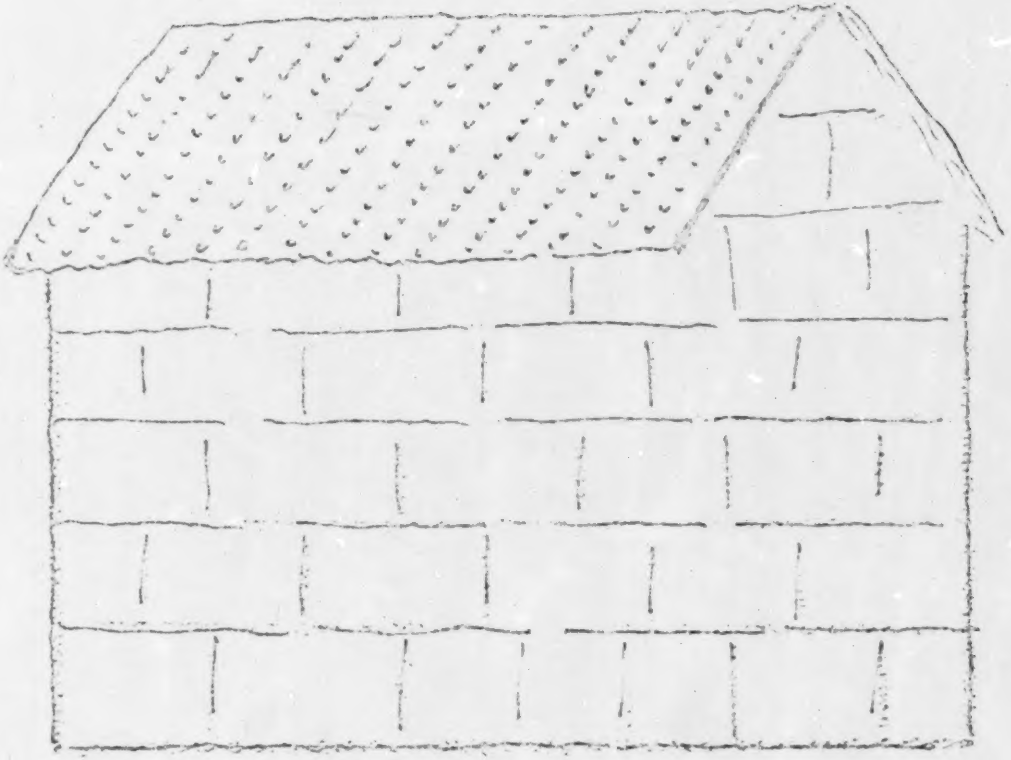
8 7 6 5 0



PIRWA



POSTSCRIPT

This volume, TEACHER'S MANUAL TO ACCOMPANY AYMAR AR YATIQAÑATAKI, is the second of three designed for the teaching of Aymara as a foreign language. The first volume is AYMAR AR YATIQAÑATAKI; the third is AYMARA GRAMMATICAL SKETCH TO BE USED WITH AYMAR AR YATIQAÑATAKI. The three volumes are designed and keyed to be used together.

Also available are tapes, covering the material in AYMAR AR YATIQAÑATAKI and some of the material from the TEACHER'S MANUAL such as exams, reviews, and some supplementary exercises; the tape scripts; and, limitedly, a computer print-out glossary.

For information concerning materials available contact;

Aymara Language Materials Project
Center for Latin American Studies
Graduate School and International Studies Building
University of Florida
Gainesville, Florida, 32601, U.S.A.

Questions or comments concerning the materials may be directed to;

Dr. M. J. Hardman-de-Bautista
Department of Anthropology
University of Florida
Gainesville, Fla. 32671

or to:

Sr. Juan de Dios Yapita Moya
Casilla 2681
La Paz, Bolivia.

The Aymara Program is a continuing project of the Center for Latin American Studies at the University of Florida; it is anticipated that additional materials may be available at future dates. Because of the project and because of the cooperation of the Aymara people present on campus, Aymara has been the language of several courses in linguistic analysis; the language, the culture, the people have been the topic for many a term paper.

Aymara has been the example language for analysis in courses given by Dr. Hardman and in a course in Stratificational Phonology given by Dr. William J. Sullivan. The following students have written papers in field methods courseson some aspect of the structure of Aymara grammar: L. M. Barber, D. Albury, L. T. Briggs, M. Derrick, N. C. England, K. Evans, F. Gangotena, S. Boynton, A. May, R. Pyle, M. Scott.

The following students have written term papers or papers presented in professional meetings availing themselves of the existence of the Aymara Project for data. Most of these papers represent a contribution to knowledge precisely because of the opportunity to do original research where there was none previously that the Aynara Project affording them. None of these papers are published as of this date.

Laura Martin Barber
Sylvia Boynton
Lucy T. Briggs (three papers)
Pedro Copana
Karen Evans
Ray Gallaher
Francisco Gangotena
Andrew W. Miracle, Jr.
Ransford C. Pyle (two papers)
Nora Clearman England
Carlos R. Saavedra
Pamela J. Sharpe
Allyn MacLean Stearman
Norman Tate (two papers)
William T. Vickers
Juan de Dios Yapita Moya (three papers)
Juana Vasquez

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